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## The Christian Brothers' Tercentenary



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# LaSalle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

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# De Lasalle and his Brothers

## AN ADVENTURE IN EDUCATION



**ST-JOHN BAPTIST DE LASALLE**

*This article is excerpted from the first John R. Mulhearn Lecture given by Brother Luke Salm at Manhattan College last December. A former president of the Catholic Theological Society of America, Brother Luke holds an honorary Doctorate of Laws from La Salle College.*

In a recent feature story in *The New York Times*, Henry Evans, editor of the *Explorer's Journal* described an adventure as "an expedition gone wrong. If you had an adventure," he said, "you didn't take into account all the known variables." This might just as well describe the history of John Baptist De La Salle and the congregation of teaching Brothers that he founded. It corresponds to the often quoted remark of De La Salle himself that if he had known in the beginning what was in store, he would never have had the courage to go through with it.

There was nothing in De La Salle's background to prepare him for the educational adventure he was destined to undertake. He was born in Reims in 1951, the eldest of eleven children, seven of whom survived beyond infancy. The family belonged to the upper bourgeoisie, not noble, but distinguished and comfortably well-to-do. The father, Louis De La Salle, was a magistrate of the presidial court at Reims; the mother, Nicolle Moet, came from the very same family that still today produces such fine champagne. The children were raised in an atmosphere of piety and culture in a well appointed ancestral home that survives to this day. Excursions into the surrounding countryside of the Champagne region were frequent, as were soirees and entertainments in the house in town. The father is known to have been a true humanist with an appreciation of good music, conversation and books. And the mother was more than ordinarily devout.



John Baptist himself was a pious lad who took the first tentative step toward the priesthood by receiving the clerical tonsure when he was only eleven. At the age of fifteen, he was made a canon of the Reims cathedral. That required his regular attendance at the daily office and the more solemn functions in the cathedral. In return, the teenage cleric received a stipend that in today's money would amount to about \$10,000 a year. When John Baptist was twenty-one years old, his parents died within months of each other, leaving him with the care of his younger brothers and sisters. He was able, however, to continue his theological studies and in 1678 he was ordained a priest.

If there was nothing in the family background to prepare De La Salle for an adventure in the field of education, the same is even more true of the education that he himself received. The course of studies and the teaching methods had little changed since the Middle Ages. The curriculum was designed to educate the elite few who were destined for the university studies required for careers in medicine, law or the Church. The vehicle of instruction was Latin with the classical authors as the basis for the courses in grammar and rhetoric. The study of rhetoric was followed by two years of philosophy derived from Aristotle and Thomas Aquinas. There were no courses in history or the rich contemporary literature of seventeenth-century France. The philosophy of Descartes was explicitly proscribed as downright dangerous. At the conclusion of the philosophy course, the successful students received what then passed as a master of arts degree. John Baptist was awarded his *summa cum laude*, at the age of eighteen.

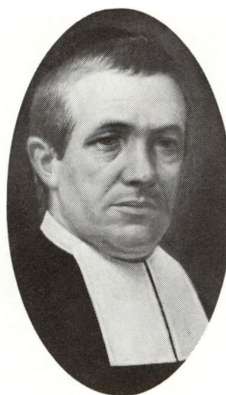
De La Salle began his university studies in theology at Paris, but the untimely death of his parents brought him back to Reims. He enrolled in the university there and followed the program required to this day of candidates for the priesthood. There were the usual courses in advanced philosophy, fundamental theology, patristics and moral theology, as well as the dogmatic tracts on the Trinity and Incarnation, Grace and the Sacraments. We know the names of the teachers that De La Salle had both in Reims and in Paris; documents survive attesting to his scholarship; there is even a set of course notes taken down by one of his classmates. The knowledge of the students was tested by a series of oral examinations—proof against cheating—scholastic disputations, written essays and the public defense of a thesis. De La Salle received the S.T.L. degree, the licentiate in theology, in 1678, the same year that he was ordained. He was invested in the scarlet robes of a doctor of theology in 1680. That is something else worth celebrating after three hundred years, at least by those of us who hold the same degree.

After such a long and tiresome course of study, thoroughly classical and clerical, De La Salle was probably ready for some kind of an adventure. In fact, by the time he had completed his own formal education and donned the doctor's hood, that adventure had already begun. It was destined to lead him into a social and educational milieu that was the very antithesis of everything he had experienced up to that time, both at home and in school.

His venture into the educational field began not with boys but with girls, with a community, not of Brothers but of Sisters. Only a week or two after his ordination in 1678, De La Salle's close friend and adviser, Father Nicolas Roland, died. In his will he left to the care of his friend a small teaching community known as the Sisters of the Infant Jesus. They were in the process of trying to obtain ecclesiastical and civil approval: in this they were ultimately successful, thanks to the guidance and influence of John Baptist De La Salle. To this day the Sisters in Reims look to him as their second founder, after Nicolas Roland.

One day in 1679, as De La Salle was going to meet the Mother Superior of this community, he happened to

## THE BROTHERS



Brother Teliow

We begin with a photograph showing four of La Salle's Presidents over the last few decades. What is unusual about their grouping here is that they are all indeed still at work on the La Salle campus. In part, that fact may relate to the tradition of European universities in which administrators come from the faculty to serve the academic community and then return to the faculty. In part, however, their presence here relates to the traditions of the Christian Brothers themselves and especially to their ideals of association and community. In the early years of their Institute, in fact, the Brothers took only one vow as the basis of their religious life together and that was the vow of association: to live and work together so that they might sustain and develop the Christian Schools. It is understandable, then, that as they celebrate their Tercentenary this spring they hope that this spirit of association and community in an important work has animated their presence at La Salle, that over the last century they have been Brothers to colleagues and students in deed as well as name.

The time is also a proper one to recall some of their earlier confreres, the Brothers of the first sixty or seventy years of the College's history. Truth to say, the institution then was a tiny operation by today's standards, but in those years the foundations were laid.



encounter at the convent door an enthusiastic, zealous layman named Adrien Nyel. Nyel had just arrived from Rouen with a fourteen year old assistant and letters of introduction to the Sisters. He was interested in opening a school for poor boys in Reims as an extension of work he had already begun in Rouen. De La Salle agreed to do what he could to help. He brought Nyel to his home where he then assembled some influential clerical friends to win their support for Nyel. It was necessary to proceed cautiously, since the city authorities were reluctant to allow new charitable enterprises that would put undue strain on the municipal resources. After some discussion, it was agreed that the pastor of the church of St. Maurice, Father

Dorigny, a cousin of De La Salle, would provide room and board for Nyel and his young assistant. It was there in 1679, sometime in April, that the first school for poor boys in Reims was opened. The adventure had indeed begun.

But De La Salle did not know that it had begun, much less did he suspect where it would lead. Once the school was opened, he no doubt thought that his part in the affair was concluded. He merely kept himself available in case Nyel should need further help. The call came very quickly. There was a rich and dying widow in the parish of St. Jacques who wanted to provide for a charitable school in her neighborhood. Mistrusting the enthusiasm of Nyel, she insisted on dealing with De La Salle in making the arrange-

## AT LA SALLE

By John Keenan, '52

It is significant, therefore, that the first Board of Trustees (they were called Managers actually until the 1960's) which received the Charter from the Commonwealth in 1863 was a group of Brothers, priests, and laymen. And that is an unusual circumstance among Catholic colleges in this country where founding boards were usually restricted to the sponsoring religious order. It is clear, too, that laymen were early invited to join the Brothers on the faculty—Professors Rogerson in geology, Harrity in Latin, Adams in education, Hollis in modern languages, Newland in music, to name the most prominent in the first decade.

They were led in the very beginning by a young German immigrant, Bernard Fackelday, who was one of the first to join the Brothers in America, where they themselves had arrived only in 1846. In religious life he was named Brother Teliow after one of those Biblical personalities or lesser known saints that were the fashion of the day. Since he had unusual administrative abilities, it is not surprising to find him listed in the history of the Institute as the founder of a rather large number of new institutions in the burgeoning American provinces. But during the Civil War he was principal of St. Michael's parish school in Philadelphia. Here he began a secondary program, Christian Brothers Academy,



Brother President Patrick Ellis (right) with President Emeriti (from left) Daniel Burke, Gregory Paul, and Daniel Bernian.

that caught the eye of Archbishop Wood, who, in turn, persuaded Teliow to develop a collegiate offering. This was no sooner chartered than Teliow was whisked away by his superiors to new fields of endeavor in New York. Thus, he rather faded from the memory of La Sallians until his brief pioneer-

ing work was celebrated again in the history of the College, *Conceived in Crisis*, published by Fr. Thomas Donaghy in 1966. That notice sparked some student interest. The *Collegian* (then under the able leadership of Richard Tiedeken, now a lecturer in the English Department) suggested



ments. It soon became apparent that Nyel was better at starting new enterprises than he was in dealing with the teachers he recruited for the two schools. More and more, De La Salle was called upon to help in keeping them organized.

It should be kept in mind that in those days no special training or commitment was required to teach in the poor schools. The pay was poor and any semiliterate person was considered equal to the task which was classified as unskilled labor. De La Salle began to realize that if the schools were to produce any significant results for the poor lads who came to them, more was needed. Before the year 1679 was out, he had rented a house for the teachers next to his own and so became ever more deeply involved in their formation. Requests were soon pouring in

to open new schools, not only in Reims but in the surrounding towns of Champagne. Nyel was often on the road and engaged in these negotiations, leaving the teachers in the care of De La Salle. Eventually Nyel withdrew from the Reims adventure altogether and returned to Rouen where he died shortly thereafter.

Meanwhile, it became increasingly evident to De La Salle that he had gotten himself involved in a project worthy of all his time and talents. When the lease on the house next door expired, he moved the rough and uncouth teachers into his own home, much to the shock and dismay of his more respectable relatives. Most of his own brothers and sisters had already left home or did so shortly thereafter. In 1682 he sold the family house and moved

### THE BROTHERS—continued

that the Library be named after Teliow. When the Brother Librarian, in good humor, wrote a letter suggesting that the *Collegian* name itself after him, we did get at least one issue of something called, with equal good humor *The Teliowan*.

Among other early Presidents, we should mention Brother Oliver, who moved the new institution to Filbert Street near City Hall, developed a distinctive collegiate program, and changed the name to La Salle College; Noah, a brilliant teacher of literature who came from Montreal, where his brother was Solicitor-General of Canada, and who was named President when he was only twenty-six (he is in the center of this 1873 picture); Christian, who engineered the move of the College from Filbert Street to the Bouvier mansion at 1240 North Broad Street, where it was to remain until 1929.

In the period between that move and 1911, the College continued its rather modest development, with classes averaging only about fifty. Presidents continued to be drawn generally from the faculty, notably the chemist Brother Isidore, who had one of the longest tenures, and the witty and affable professor of literature, Brother Abdas. It was during those years, too, that the College also weathered the stormiest controversy over curriculum we are ever likely to have, the so-called Latin Question.



While St. La Salle was a priest himself, he clearly wanted his followers to remain non-clerics. To that end, he made several provisions in the original Rule, the simplest perhaps being that the Brothers were not to wear the surplice or be participants in liturgical ceremonies. In the same spirit, but also to emphasize his concern for the grammar schools and for instruction in the vernacular, he indicated that the Brothers should not teach Latin and Greek. In later years, as the Brothers founded more academies and colleges in America and other parts of the world, exemptions were made from this part of the primitive Rule. But at the end of the nineteenth century, the superiors were pressured from a number

of sources to enforce the original provision. And despite protests from the American hierarchy and others, they did. Fearing irreparable harm to their schools, since the classics were then such a central part of the curriculum, the American Brothers appealed the decision. In the recrimination that followed, most of the college presidents and provincials in the country were transferred from their posts to other parts of the world. At La Salle, however, Brother Isidore somehow managed to walk the straight and narrow line successfully and stayed put. News and editorial coverage by papers from the *New York Times* to the *San Francisco Chronicle* added some fuel to the controversy, though it eventually



with the teachers into a house he rented midway between the two schools. Within a short time all the teachers recruited by Nyel abandoned the project. They were unwilling to share the meagre financial rewards of their work and even more reluctant to submit to the intellectual and religious discipline demanded of them by De La Salle. His effort to transform what had been considered a menial job into a vocation worthy of total commitment was more successful when new recruits soon came to take the place of those who had left. Thus was formed on the Rue Neuve in Reims the first community to call themselves Brothers, dedicated to the apostolate of the Christian Schools and totally under the direction of John Baptist De La Salle.

Events moved swiftly from then on. There was still enough uncertainty in the adventure for the Brothers to

faded, with much less than irreparable harm being done to the schools. Among other reasons was the weakening soon thereafter of the central position of classics in collegiate curricula. The reversal of the superiors' prohibition by the Holy See in 1923 thus came belatedly in several senses of the world.

With the appointment of the urbane philosopher Brother Denis Edward as president of the College in 1911, we entered a period of steady consolidation and new maturity. As with most American institutions of higher learning, it was in these decades that relations and overlaps with affiliated prep schools were clarified and that curricula became distinctly collegiate and more seriously pre-professional. With Brother Denis Edward's presidency we also enter the period of "living memory." In the conversation of a Dr. Holroyd or a Brother Thomas Gimborn, that is, you are as likely as not to get a reference to Denis or Lucian, Alfred "the Bearded" or the great Anselm, as if they had just recently passed from the scene.

Brother Anselm was the stuff of legends. No one who knew him lacks a favorite Anselm story. He led the College from 1932-41, those dark days of the Great Depression. Some say dragged or pushed it, rather than led it, and only the sheer force of Anselm's will and personality kept the bankers from foreclosing.



Top to Bottom:  
Brothers Patrick,  
Fabrician,  
Isidore,  
and Orion.

take a grain of salt the Founder's injunction to trust to God's Providence for the successful outcome of their work. After all, they reminded him, he was a priest and a canon of the Cathedral as well, with a steady source of income and a wealthy inheritance to fall back on. De La Salle admitted that they had a point. After seeking advice and after much opposition from his archbishop, De La Salle resigned his lucrative post as canon in favor of a poor priest. In the following winter when Reims was suffering from a terrible famine, he liquidated his entire personal fortune and gave the proceeds to help feed the poor of the town. From here on, there was no turning back.

The young society, despite ups and downs, misunderstandings and outright persecution, grew and solidified. Startled by the death of a Brother he had earmarked for the priesthood in the hope of providing for a successor, De La Salle became convinced that his society should be composed exclusively of laymen, committed to the apostolate of the gratuitous schools. The strange habit that the Brothers wore in those days—calf-length robe, a long cape with hanging sleeves, a broad-brimmed hat and heavy boots—set the Brothers apart both from the clergy and from secular laymen. The sense of association was very strong and so was the devotion and fidelity of the Brothers to their Founder and his vision. There were some experiments with various forms of schools: teacher training centers, especially to train rural schoolmasters, one or two boarding schools, a school for prisoners, and even a Sunday academy for those who wanted to cultivate the graceful arts. But for the most part, the Brothers taught in elementary schools in the poorer parishes, and always gratuitously. The instruction was given in French rather than Latin; the simultaneous method of teaching, not universally in vogue at that time, was employed to achieve the most practical results; the emphasis was very much on the basics, the skills that would be useful in helping the students from poor families to earn a living and improve their social and financial condition. The work spread from Reims to Paris, then to Provence and the cities in the South, to Rouen and the cities in the North. By the time of the Founder's death in 1719, there were Christian Schools, as he called them, all over France.

In what sense can this beginning be called an adventure? Sometimes the impression is given that De La Salle was an educational innovator, a creative genius who burst on the educational scene without preparation or precedent. That is not quite the truth. Eighty years before De La Salle, Pierre Fournier had founded a congregation of religious Sisters devoted to the education of poor girls. The Sisters employed in their schools many of the same policies and methods, including simultaneous instruction, that De La Salle was to adopt later on. There was an anonymous work published in Paris in 1654 called *L'Escole paroissale* which provided some fresh ideas on how a parish school ought to be conducted. In 1666, Charles Demia, the founder of the Sisters of St. Charles addressed his famous manifesto to the influential citizens of Lyons, demanding that something be done for the education of the poor in order to eliminate the social and



political evils that were rooted in poverty and ignorance. Long before he met De La Salle, Adrien Nyel was part of a movement, already underway in Rouen under the direction of Father Nicolas Barré to provide a suitable education for the children of artisans and the poor.

What was distinctive about the Lasallian contribution was the lasting impact that it had on popular education. One explanation for this may lie in the hidden designs of divine providence. But it also affords a rather good illustration of the relationship that classical sociologists postulate between charism and institution. Unlike many of his predecessors, De La Salle was the sort of charismatic leader who attracted to himself and his work a close knit and loyal band of dedicated disciples. It was De Salle with his Brothers, then, that gave the charism, the vision, the adventure if you will, an institutional form. It is that Institute, the Institute of the Brothers of the Christian Schools, that has borne that charism, kept the adventure alive, and made it available to succeeding generations for the last 300 years. It is time then, to shift the focus from De La Salle to his Institute.

Although the educational adventure did not end with the death of the Founder in 1719, it seemed at first as if it might. All during the rest of the eighteenth century, the Brothers were tenacious in resisting any developments or changes that might depart not only from the spirit but from the letter of the legacy that De La Salle had left behind. It was enough to be content with the extraordinary numerical growth, from little more than one hundred Brothers in 1719 to just about one thousand by 1792. But there were no new adventures into new areas of the educational apostolate. Even more surprising, as Battersby notes, is that there was no inclination to spread the work outside of France.

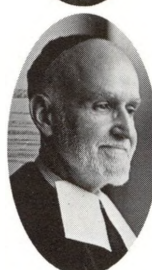
This period of growth and consolidation came to a swift and unexpected end with the French revolution. By the time the worst excesses were over, the Institute had all but disappeared. The Brothers had all been dispersed and secularized; some were jailed, exiled or executed. The Superior General himself was in jail and beginning to show the physical and mental strain. All that was left were two small schools in Italy with only a handful of Brothers barely hanging on. But somehow the charism and the spirit of adventure prevailed. The shock of discontinuity was enough to spark the determination to begin anew, in effect to re-found the Institute. Little by little the Brothers who survived began to regroup their forces and find new recruits to help meet the challenge of rebuilding the life of the Church of France.

The process of refoundation was so successful that by the end of the nineteenth century the Brothers had grown from almost nothing to an educational force 15,000 strong. More significant than the numerical growth was the geographical expansion. The Institute during this period spread to every part of the globe and recruited into the association of Brothers men of varied racial, national and cultural backgrounds. The charism and vision of the Founder began to take on new meaning in the novelty and

diversity of the educational needs the Brothers were called upon to serve.

Nowhere was this more apparent than in the new foundations in the United States. As the immigrant generations of Catholics in this country became upwardly mobile, it was no longer necessary or desirable for the Brothers to limit their teaching to elementary parish schools. Responsive to the call of the Church, the American Brothers embarked on new adventures, opening secondary schools, boarding schools, military academies and orphanages. The most revolutionary development of all was the venture of the Brothers into the field of higher education. The needs in that area were particularly acute. A college degree was necessary if Catholics were to break into the professional fields of law and medicine, engineering and teaching. At the same time it was important that such an education be provided in an atmosphere where the Catholic faith of the students and their immigrant origin would not be the object of attack or ridicule. Furthermore, the American Church was faced with the problem of building a native clergy and colleges were needed to provide the requisite instruction in the classical languages. The Bishops preferred the Brothers' colleges for

#### THE BROTHERS—continued



Top to bottom:  
Brothers Edwin Anselm,  
Alfred, and  
Denis Edward.

His student assistant in those days was one Joseph Flubacher, now Professor of Economics. Joe remembers him well: "He had a reputation for being a hard driver," he recalls, "but in reality he was like so many religious of the era, so dedicated and so anxious to achieve the institutional goal that he seemed to be always 'pushing.' One midsummer day the workers had finished putting the roof on McShain Hall. When they celebrated the 'topping off,' they placed an American flag on the top, rolled out a keg of beer, and knocked off for the rest of the day. The building was scheduled to open in September and poor Brother Anselm was hard pressed to understand a custom such as this. I think the most impressive thing about it all was that he drove himself the hardest; he never spared himself."

The colorful Brother Anselm was succeeded by a contrasting personality, the quiet, scholarly Brother Emilian, who served for four years and went on to become the Provincial. Then came the enigma of Brother Dominic Luke, whose term of two months was the shortest ever; he re-



this purpose. They realized that, unlike colleges conducted by orders of priests, the Brothers would not be tempted to lure young men with a priestly vocation into their own novitiate and away from the diocesan seminary. In this adventure into higher education, therefore, the Brothers saw that it was necessary to depart from the letter of the Founder's prohibition against teaching Latin and his preference for elementary education in parish schools for the poor.

This innovative approach did not sit very well with the higher superiors in France. The mistrust of the American adventure by the superiors of the Brothers was only part of a larger climate of mistrust of the American Catholic experience by church officials in Rome. It was the era of the Syllabus of Errors of Pius IX, the definition of papal infallibility by Vatican I, the condemnation of Americanism by Leo XIII and of Modernism by Pius X.

For the Brothers, these tensions came to a head in what became known as the Latin Question. Despite reasoned and respectful argumentation by the American Brothers and earnest entreaties by the American Bishops, the superiors insisted on the letter of the Rule, forbade the teaching of Latin and, to drive the point home more

effectively, transferred most of the Brother Presidents of the American Colleges, including the President of Manhattan, and assigned them to teaching duties in the grammar schools of France and Egypt.

This could have been a mortal blow and, indeed, some of the Brothers' academies and colleges had to close. But the spirit of adventure again prevailed. In the colleges that survived, the Brothers began to open their eyes to new opportunities in higher education, especially in science, engineering and business. In a way they had a jump on those institutions that were still rooted in a purely classical approach to higher education. It is ironical that by the time the teaching of Latin was restored to the Brothers, by intervention of the Pope in 1923, it was already apparent that quality education, even in the humanities, was quite possible without Latin and Greek.

The way to a new era in the history of the Institute has been opened by Vatican Council II and the General Chapters of 1966 and 1976. Three hundred years after the foundation, and almost two hundred years after the near dissolution of the Institute in the French revolution, we again confront essential change. We do not know what the future holds. That is what makes it an adventure. ■

signed at his inauguration dinner, without stating his reasons.

The postwar era found La Salle in the capable hands of Brother Gregorian Paul, a scientist with a love for detail and a devotion to order. When the library was being built, he could often be found checking the workmen with his own carpenter's square. His concern for excellence extended to every facet of the College.

His successor, Brother Stanislaus, who had served as Dean of the College under Brother Paul, continued and expanded the building program. Under his administration the College built residence halls and the College Union. A tall, soft-spoken but iron-willed man, he gave the College strong leadership in this period of rapid growth.

When he turned over the reins to his Vice-President, Brother Daniel Bernian in 1958, Brother Daniel continued to build, adding Olney Hall and Hayman Hall to the campus. Under his leadership, the administrative structure was reorganized to its present form, and faculty and students began to play a larger role in the governance of the College. When his term was ended,



Brother Augustine (second from left) chats with President Harry S. Truman at the White House in 1951.

Brother Daniel happily returned to teaching language, and his place was filled by the former Academic Vice-President, Brother Daniel Burke, who continued to lead the quiet, effective upgrading of the academic and cultural climate of the place. When Brother Daniel returned to the English Department, Brother Patrick Ellis

brought his own talents and distinctive style to the office he presently holds. Like other Brother Presidents before him, he continues to be a teacher as well as an administrator, maintaining closeness to the student-teacher relationship that is basic to the life of the college and the spirit of the founder.

Besides the Brother Presidents,





there have been many other Brothers whose lives have helped shape the College's tradition. The Epilogue to *Conceived in Crisis*, puts it well:

What is central to this tradition . . . is the daily work of quiet men . . . performing in classroom and office the essential tasks of a Christian college: teaching, seeking in scholarship whatever is relevant and significant, taking a personal interest in students, devoting themselves to a common effort.

Some, Like Brother Edward Patrick Sheekey and Brother Louis Fernandez, are still with us in retirement. All of them live in the memories of those who knew them.

**D**r. Joseph Mooney, Chairman of the Economics Department, was a student in Brother Louis' class. "He was a fine teacher and a lovable man . . . and marvelously funny," Joe recalls. "It's impossible to do justice to his humor in print because it was so subtly related to his accent and his facial expressions." The late Joe Moran, a former student, later colleague, and friend, had the accent down pat in his imitation of the glare and the threat, "You'll get it in the end, boy!" Joe Mooney remembers his humorous threats to those in danger of failing: "What a terrible thing it is to flunk Spanish in college! Someday when you are a bishop or a governor, people will point to you and say, 'that man flunked Spanish in college!'"

Says Joe, "Only a teacher with a true perspective of his profession could think of and use a line like that."

The Writing Center in Olney 203 is named after Brother Patrick Sheekey. It is a fitting tribute to a man who taught writing—and living—for 59 years. His colleague of many years, Professor Claude Koch, wrote this about Brother Patrick:

**A**nyone who served or studied under him when he was chairman of the English Department, or who has known him since, recognizes that he has been one's master in life as well as in art. His art was not scholarship but the grammar of concern; his life—in which he has never relinquished the Habit that subjects him to more rigorous scrutiny than does secular dress—teaches more surely than his enthusiastic classes ever could, the rhetoric of sacrifice and decency that ennoble ordinary, fallible men. As long as such as Brother Patrick live and follow the Rule, the existence of the Christian Brothers is justified.

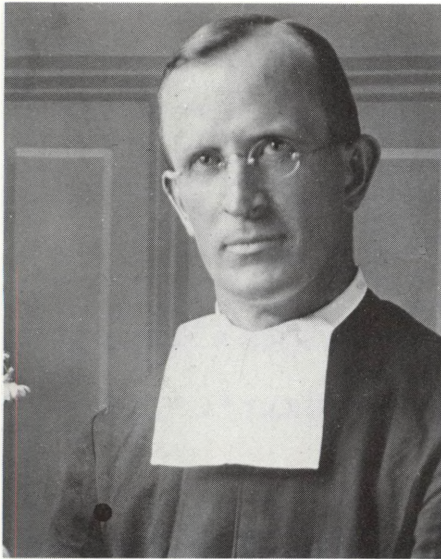
There was even an earlier Brother Patrick than the two who presently live at La Salle. He was Brother Felician Patrick McLaughlin. He too was a teacher of English, and, as former Provincial Brother James Conaghan remembers him, a miniature version of G.K. Chesterton. "While Chesterton

was over six feet and built in proportion, Brother Patrick was more like five by five. Nevertheless, like GKC, he wore a long black coat, a bowler hat, and pince-nez eyeglasses with long black ribbon attached." One can only speculate on his effect on the typical La Salle student that first day of class.

The German Department had its own Brother Five-by-Five in the person of Brother Abdon, who died in 1956. He had taught at both the elementary and high school levels when he came here in 1940. Remembering his stocky appearance, one thinks of Washington Irving's famous description of Wouter Van Twiller: "His legs were short, but sturdy in proportion to the weight they had to sustain; so that when erect he had not a little the appearance of a beer-barrel on skids."

**A**nother who taught in the "parochials" and worked his way up to college teaching was Brother Gerardian Joseph, fondly christened "Brother Geranium" by Brother Robert. Brother Joseph became Registrar when La Salle moved from 1240 North Broad to its new home. Dr. Paul Doran remembers how Brother Joseph became the first Brother to apply for a pilot's license when aeronautics was taught at the College in the late 30's and early 40's, and how much he enjoyed his role of Air Raid Warden during World War II. "I teased him about his whistle, his white helmet, his stentorian 'Put 'em





From left: Brothers Felician Patrick, Galding Paul, Eadbert Charles.

out,' and his super-secret Warden meeting at Mal's, a local tappy." As Registrar, Dr. Doran says, Brother Joseph was a devoted guardian of the academic integrity of La Salle.

Memory resounds with the names of so many others—the Brothers whose personalities and spirits live on in their students and in this institution. Space does not permit us to do justice to the individual qualities of each, but some kind of annotated role call is surely in order. Do you remember . . .

\*Brother Azarias, who some wag dubbed "the Pope of the Public Schools" because he knew everyone and was a one-man placement bureau for his students . . .

\*Brother Clementian, whose deep voice was seldom raised above a whisper, and whose flowing handwriting filled hundreds of blackboards, always threatening to spill over onto adjoining walls, and then into corridors . . .

\*Brother Augustine, the sociologist who discovered black was beautiful before most blacks did, and was a fighter for interracial justice back in the 40's . . .

\*Brother Damian Julius, a mathematical wizard whose slow speech and lazy lower lip merely doubled the challenge for lesser mathematical minds, such as those possessed by many stu-



From left: Brothers Gene Graham, Gerald Fitzgerald, Alfred Grunewald, and Carl Clayton.

dents including the author of this piece . . .

\*Brother Vincent Grimes, who founded the psychology department and taught brilliantly in it with inimitable wit and energy until illness took him from life this year.

The list could include the names of many other Brothers who served here for shorter periods of time but still gave

of themselves to the College and its students. All of them will live in the memories and in the lives of those alumni who remember them with pleasure and affection.

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*Mr. Keenan, a frequent contributor to LA SALLE, is chairman of the college's English Department.*



# HANGING LOOSE, *hawaiian style*

By Robert S. Lyons, Jr.

More than 35,000 people have taken tours conducted by LaSalle's Special Activities office. Many of them have been infected with Polynesian Paralysis





It all started back in 1959 when he was running the College Union and someone asked him to handle some travel arrangements for a group of students making a spelunking tour. Then came a couple of trips to New York and Washington, a ski weekend that attracted three busloads of students, and finally, in 1961 a biggie—a 32-day tour of 11 European countries for 109 people. John Veen, '59, was in business as a travel virtuoso.

"We could have taken 500 people on that European Trip if we had more room," recalls Veen who made a small commission on each tourist. The price was a steal: \$520 which included all meals at a time when air-fare, alone, was \$770 and the trip would ordinarily cost \$1,345. Today you couldn't buy it for \$3,000. The experience taught Veen a couple of valuable lessons: there was a market out there for travelers and there was money to be saved by a tour coordinator who would take the time to study the market carefully.

In the 20 years since then, John Veen has been doing a lot of homework. Besides checking rates, tour-sites, hotels, and airlines personally, he spends at least 10 hours a week reading and comparing travel information and promotional literature. This has meant considerable savings for the estimated 35,000 people who have taken trips sponsored by La Salle College and arranged by Veen. Travel has become so successful that a separate department, Special Activities, was instituted under Veen's direction in 1975. No other college in the Philadelphia area (and only a few nationally) offers such a complete travel service, for its faculty, administration and students as well as for parents and alumni. Veen's staff includes Ronnie O'Doherty, the assistant director, who among other activities, coordinates the efforts of about a dozen student assistants who are learning the travel business. Two of Veen's former staff members, Tom Powell and Joan Collins, have gone into the travel profession elsewhere.

Veen's office, for example, helps with travel arrangements for La Salle students attending classes at the college's programs in Switzerland and Spain. Many educational-study tours go through Special Activities. He has negotiated with the Egyptian government for a tour conducted in cooperation with the Fine Arts Department and has conducted a number of tours of the Holy Land with Rev. Raymond F. Halligan, O.P., of the Religion Department. Under Veen's direction, the college has established a reputation for offering some of the best travel bargains to be found anywhere. Dozens of colleges and universities have sought Veen's advice on setting up their own programs. You name it, Special Activities has been there: Alaska, Aruba, Bahamas, Bermuda, Canadian Rockies, China, England, Germany, Hawaii, Ireland, Israel, Jamaica, South America, Poland, Scotland, Switzerland, Tahiti, and almost all points in between, most likely at a price difficult to match elsewhere. Special Activities is sponsoring, in conjunction with Mainland Travel & Tours, of Margate, N.J., 16 nine-day trips to Hawaii between June 30 and November 24, for \$844. A Fly/Cruise in the Caribbean aboard M/S Boheme from August 22-29 is being offered for \$860 or almost \$300 less than the regular price.

"We are not really interested in big commissions," says

Veen. "We want to offer *salable* trips for people who are going on that *once-in-a-lifetime* experience. Most of our people don't have money growing on trees."

What many of Veen's people do have, however, is a desire to come back for more. La Salle's Special Activities Office gets a lot of repeat business. Four people who recently signed up to go to Hawaii in June will be making their *ninth* La Salle trip. From the college's standpoint, it's impossible to measure the value of such good will.

"Special Activities has turned into good promotion for La Salle," says Veen, who is best remembered for his legendary "Bell for La Salle" campaign back in 1959. "People on the trips start talking and asking questions about the college. It's one of those things that you can't put your finger on. Sometimes you can't put a price tag on good will."

Although many of the traditional spots such as Disney World and Bermuda consistently attract large segments of Special Activities customers, it is the nation's only Tropical state, Hawaii, that has established itself as the all-time vacation favorite among thousands of La Salle College travelers.

"I wouldn't be surprised if we send more people to Hawaii than many other groups and, certainly, more than most schools," says Veen, who has processed upwards of 20,000 visitors to the 50th state since 1961. This June, in fact, Veen will be making his 25th Hawaiian trip when he personally conducts a 13 day tour to Waikiki, Maui, and Kona. At one time, Veen was sending upwards of 1,000 people annually to Hawaii; now the number is closer to 400, many of them returning for the second or third time.

Tourism in Hawaii has skyrocketed in the last decade, from 276,000 people in 1970 to 4,600,000 last year. Most people visit the island of Oahu which houses 80 percent of Hawaii's one million people and includes the capital city of Honolulu and Waikiki Beach. Known as one of the most famous vacation spots in the world, Waikiki stretches only three-quarters-of-a-mile, but it contains 30,000 high rise hotel rooms and accommodates 65,000 tourists every week.

What makes Hawaii such a popular tourist attraction? We accompanied a group of about two dozen parents, alumni, and friends of La Salle on a nine-day trip sponsored recently by the Special Activities office in conjunction with Mainland Travel, Inc., one of the largest of the companies that handles all arrangements for tourists including tour guide service in Hawaii. We also learned that there are a number of reasons why tourism has become Hawaii's number one industry, despite the fact that many of its natives were not in favor of statehood and the subsequent development of the islands that has occurred since 1959. Many Hawaiians vehemently opposed the proliferation of high rises on Waikiki although few will deny that the economy of the 50th state has profited immensely from such construction. Environmentalists have succeeded in preserving most of the natural beauty outside of Honolulu. Billboards, for example, have been illegal since 1930, and strict zoning laws on the Windward side prohibit any construction higher than three stories or 30 feet. But getting back to the reasons for Hawaii's popularity: simply put, the Aloha State provides a relatively inexpensive,



action-packed (or quietly isolated) vacation in stunningly attractive surroundings under near perfect weather conditions. The only complaints we heard about Hawaii concerned the lengthy (12 hour) trip getting there. But they weren't complaining too loudly.

"I'm really glad we came," said John Quinn, '49, who was making his first trip to Hawaii with his wife, Phyllis. "It was a great deal, a fine bargain. For the distance covered and the time spent, you can't beat the price." The Quinns had sent their daughters, Betsy and Kathleen, to Hawaii as a gift in 1974 and had gotten good reports from them.

Marty Moss, the president and founder of Mainland Travel, went to Hawaii on vacation in 1972 and fell in love with the place. He's been back two dozen times since then and does not hesitate to recommend it to his customers. A former Army Air Force flight Engineer and hotel owner who went into the travel business in 1970 after running a number of successful Elks Club excursions, Moss says that food is less expensive in Hawaii than it is anywhere in the Bahamas or Caribbean. "If you go to the Caribbean or Europe, you will realize what a bargain Hawaii is," Moss says. "In fact, compared to other places Hawaii is *the* bargain. It's *safe*, the workers there are *people-oriented*, and I would never hesitate to send a client there. I get a tremendous amount of repeat business for Hawaii." Moss plans to sponsor a three day Marlin Game Fishing Tournament off the Kona coast in October. His Group Sales Department now virtually devotes all its time to Hawaii with some side trips to San Francisco and Las Vegas.

"Hawaii is still one of the world's most inexpensive places to visit," says Veen. "In Europe, you're hit for \$4.50 just for a cup of coffee. Our (\$42.50) hotel room at the Pacific Beach (an excellent hotel, by the way) could go for \$150-\$200 a day in Europe." This trip, incidentally cost \$789 for nine days and eight nights at a superior hotel, and transportation on regularly-scheduled United Airlines flight although rising fuel costs have necessitated a price increase since March. Food prices, though, are easy to digest whether you like exquisite dining or a quick snack at your friendly Jolly Roger. There are, incidentally, 29 McDonalds on the Islands.

Next to filling you with the "Aloha Spirit" (Love and Kindness), Hawaiians love to display the "Hang Loose" sign (index and small finger extended from a closed fist) which means, "Never Hurry, Never Worry." This Polynesian Paralysis is infectious and visitors are encouraged to enjoy their vacation at their leisure. Some prefer the peace and quiet of the outer Islands; others stay on Waikiki and Oahu where the action can be fast and furious. Suffice it to say, there's something for everybody.

Al and Marie Panebianco have made La Salle trips to Ireland and Bermuda before, but this was their first trip to Hawaii together. Al had been to the Islands in 1945 as a member of the U.S. Navy when there was nothing but barbed wire on the beaches and only two buildings on Waikiki—the Moana and Royal Hawaiian Hotels (today there are 82 hotels and condominiums on Waikiki). "I didn't really want to come back," he says. "I had no desire to see Hawaii again. But I'm really glad I came. Bermuda was nice but as far as activity goes, Hawaii has it all over Bermuda. Take everything there is to do in Bermuda and multiply in ten times, and you have Hawaii."

Joe Singer, '69, making his first Hawaii trip was most impressed by its "natural, unspoiled beauty" as well as by the "pleasant, efficient, relaxed, helpful service" provided everywhere in a "relaxed, relatively effortless" manner.

"It's a beautiful island," he says. "I wish I could have stayed there longer. Sunrise and sunset on the beach looks just like the postcards. Even Paradise (Waikiki) is getting built up, but it still retains a lot of its charm and natural beauty in the gardens, flowers, and foliage that's allowed to remain."

Contributing to the leisurely vacation atmosphere is the consistently comfortable warm weather. The highest temperature ever recorded in downtown Honolulu was 88 degrees; the lowest, 57. The annual average is 75.1. The northeasterly trade winds, which help keep insects to a minimum, bring the rain-bearing clouds which are caught by the mountains. Waialeale on the Island of Kauai is one of the two wettest spots on earth, but rarely are there severe storms of any kind. There is even snow in the winter on some volcano tops on the Big Island. It showered for a few minutes many of the days during our trip but not enough to deter from ongoing activities. Casual dress is encouraged, even in most of the fancy restaurants.

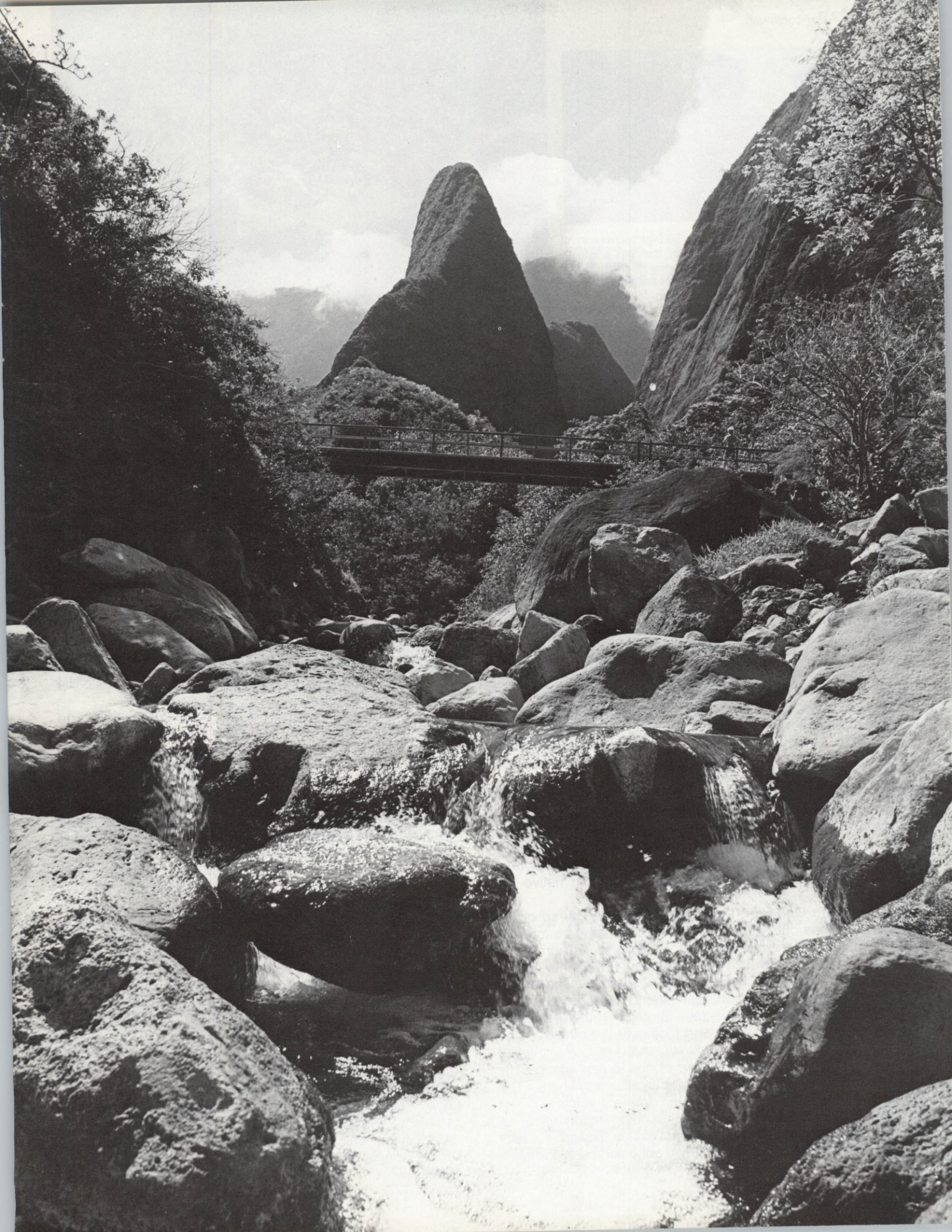
Visitors to Oahu should make it a point to see Diamond Head, one of the world's most famous landmarks, and its gigantic crater; Pearl Harbor and the impressive U.S.S. Arizona Memorial, preferably taking the free tour conducted by the U.S. Navy (you pay only for the bus service from major hotels); the spectacular Nuuanu Valley Pali Pass, a splendid view over looking thousand-foot cliffs to Oahu's second and third largest cities; Waimea Falls and Paradise Parks for a look at some beautiful waterfalls, scenery, and tropical forests.

## Aloha To The Explorer Alumni

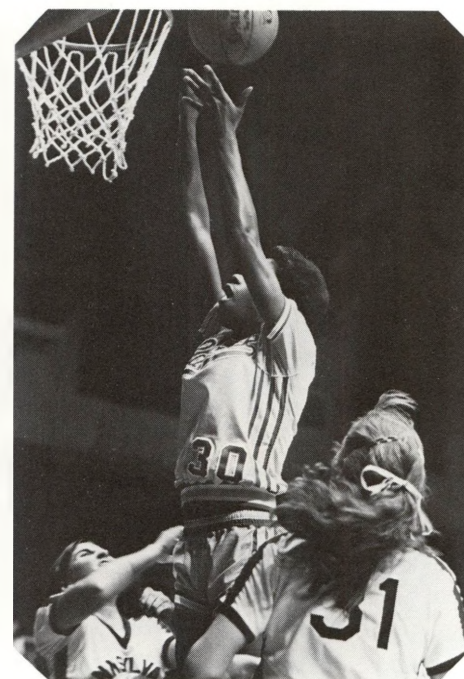
According to the latest Alumni Office records, more than a dozen graduates of the college live in Hawaii. We had the opportunity to chat with some of them including **Dr. Paul Bellanca**, '63, who has a successful dental practice in Mililani Town; **Edward M. Slavish**, '63, who has his own real estate firm, Slavish & Associates, Inc.; **Henry T. Stonelake**, '62 a pilot for United Airlines who commutes from his home in Honolulu to work in Los Angeles, and **Floyd Bythiner**, '35 who is now retired after careers in the Air Force, as a certified public accountant, and as a teacher at Hickam Air Force Base. We also heard from **John E. Funkhouser**, '75, who is a graduate research assistant and a Ph.D. candidate in the reproductive biology program at the University of Hawaii School of Medicine.

Other residents of Hawaii who are familiar names to the college include **Frank Diehl**, the first musical director for La Salle's MUSIC THEATRE under Dan Rodden back in the early 1960's, and **Les Keiter**, who did such a fine job promoting Big Five Basketball as a popular WFIL Radio and TV sportscaster in the 1960's. Diehl is now musical director for "The Jim Nabors Show," a nightly feature at the Hilton Hawaiian Village. Keiter is the sportscaster at KHON-TV, the NBC affiliate in Honolulu, and the voice of the Hawaiian Islanders baseball team in the Pacific Coast League.









Action on the hardwood: The Explorers in the '50's; the Lady Explorers in the '80s.

taining colleges and universities, and the result is that academic administrators are confronted with a tangle of problems requiring new dimensions and new concepts in planning and management. The final straw is the current downward trend in student populations accompanied by sharp declines in tuition revenue and new concerns for the economic survival of small institutions.

Thus in a curiously paradoxical sense, the unprecedented stature of contemporary intercollegiate sports and athletics is at once a thorn and a rose for contemporary higher education. These articles depict the plight of intercollegiate athletic programs allegedly plagued with abuses and corruptions, resulting in serious criticism relating to the validity of intercollegiate athletics and the integrity and probity of college presidents and athletic directors and coaches and players. The other side of the coin is that successful (winning) intercollegiate sports programs are a source of significant revenue from gate receipts and contributions from proud alumni and, especially, from lucrative television contracts for regular and post-season games. Such revenue eases much pain and justifies the athletic program as an instrument in assuring the academic well-being and future of the college or university. In a crass way of putting such things, college administrators who are assured of large annual incomes from successful sports programs are tempted to refrain from evaluating the philosophies and practices of athletic directors and coaches with proven track records. Even in more modest programs without such income (and many smaller and non-winning programs operate at a loss), intercollegiate sports and athletics are valuable in terms of intangible and incidental returns from loyal students and alumni who live in the hope that the program will get bigger and better.

Certainly the blame for abuses and corruptions in

intercollegiate sports and athletics should be distributed, but academic administrators and athletic department personnel who perpetuate the system must be implicated more than student-athletes who may be aware of the situation but powerless to change it without sacrificing their careers. This is reflected in the references already cited and is repeated in significant commentary from a variety of sources. An elite panel of educators and sports figures (including John Wooden and Joe Paterno and John Underwood) analyzes the issue in the scholarly *Phi Beta Kappan* (September 1980) in the context of "Student-Athletes: Tackling the Problem." The article begins with a quotation from a recent report by the American Council on Higher Education:

It is the (college) president's responsibility to insure integrity in athletic operations, the ACE said in a policy statement after a three-year study by the organization's Commission on Collegiate Athletics. Some presidents 'have generally ignored' that responsibility, the ACE suggested, thereby letting an ugly situation build: an 'emphasis on the revenues and expenses of athletics rather than on the institution's educational programs (and increased) and even excessive pressures to win' in order to pay the program's bills.

The report (is issued) with a warning: 'If key administrators do not get involved, then the inevitable will happen: There will be scandals, government involvement . . . and public condemnation.'

This is reiterated in remarks by John Wooden, one of the most erudite and most humanistically oriented coaches in modern sports history, who says bluntly that "... In my opinion, the ills of intercollegiate athletics come from management. I don't believe the presidents take a strong enough stand to make sure that the program is functioning as it should . . ." Similar sentiments are expressed by Joe



Paterno, an equally sensitive and concerned athletic director and coach:

My feeling has been for many years that the university presidents and the faculties of many institutions have just walked down the halls and looked at the ceilings. They didn't want to see anything. They've evaded responsibility and they've compromised themselves in such a way that it's almost impossible at this time to get back into the situation.

**D**espite this justified concern about abuses and corruptions in intercollegiate sports and athletics, it is safe to say that most student-athletes in most of the 800 member institutions in the NCAA (and AIAW) are serious and capable students, and that the institutions themselves are genuinely and properly concerned about their realistic academic progress and timely graduation. Authenticated statistics frequently indicate that student-athletes collectively perform as well and sometimes better compared to non-athlete students. Here at La Salle College, statistics compiled by Rev. Raymond A. Halligan for a recent semester are typically representative: student-athletes received 19.6% A grades compared to 25.5% for other students; 36.3% B grades to 33.9% for other students; 84% C grades to 82.1% for other students; 3.6% failing grades to 4.2% for other students; and 3.9% course withdrawals to 4.2% for other students. The common contention that athletes benefit from being routed to certain instructors and less demanding courses is not necessarily true and will be discussed later. Many academically successful student-athletes are convinced that the discipline and motivation of sports and athletics extend into their classroom experiences, and this frequently results in academic achievement unprecedented in their scholastic careers.

One of the critical statistics in this general context is the graduation rate for student-athletes compared to non-athlete students. This is mentioned frequently in descriptions of academic/athletic irregularities, both in terms of low graduation rates for student-athletes and false and manipulated graduation rates (usually by neglecting to include student-athlete drop-outs). Studies in this area indicate a reported national average graduation rate of about 50% for athletically oriented institutions with major sports programs, and the University of New Mexico was cited as a negative example in the 1979 scandals with an alleged student-athlete graduation rate of 21%. When graduation rates for athletes are legitimately low, the institution obviously should re-evaluate the nature of its concern and commitment regarding the academic well-being and progress of its student-athletes. Some critics of the intercollegiate scene stress that many student-athletes exceed the normal four-year period for matriculation and graduation, but this is relatively insignificant so long as it is kept within reason. Extended college experiences and careers are by no means limited to student-athletes, since statistics indicate that only 65% of typical student populations graduate in the prescribed four-year period. Many students extend their college years for travel or work experience and other ways of "finding themselves." The

NCAA sanctions the five-year plan for graduation but restricts athletic eligibility to four years of varsity competition.

Probably the most significant criterion of academic authenticity for student-athletes (and other students) is the proper understanding and enactment of the concept of "normal progress toward an academic degree and graduation." The traditional interpretation mandated by the NCAA is a 2.0 grade-point average (on a scale of 4.0) which usually translates into a "C" standard. The weakness and exploitative aspect of the 2.0 GPA is that it is relatively easy for any student to maintain such an average (if this is the only objective) by taking courses randomly and applying some systematic version of the course withdrawal process. This approach is even easier in institutions with curricula designed specially for student-athletes: the proverbial Basketweaving I and II courses and Essentials of Basketball Theory or Basic Components of the J-Stroke.

**A**ssuming that none such courses are included in the curriculum and student-athletes are required to take the same courses and follow the same degree programs as non-athlete students, the proper interpretation of academic progress and degree completion is based on the number and sequence of required courses in standard academic tracks leading to specific academic degrees. This is readily measurable semester by semester and year by year, and student-athletes (and all students) should be aware personally and through administrative dictum of their systematic progress. This awareness should be monitored by the academic administrator for the athletic program and faculty advisors, and the process should never be relegated to assistant coaches or other athletic department personnel. Instances of failure to maintain the prescribed academic schedule should be communicated and corrected through the proper channels.

Even the most academically sincere colleges and universities with nationally competitive sports and athletic programs run the risk periodically of some highly publicized cases of student-athlete academic neglect and failure. This is the nature of things and points up incidentally another notable difference in the life and times of student-athletes compared to non-athlete students. Many non-athlete students are also periodically guilty of academic neglect and failure, but their cases are rarely held up for the world to see and for the institution to endure. Student-athletes who incur academic probation for low grades could suffer much more privately and publicly compared to non-athlete students in the same situation. Student-athletes on academic probation are vulnerable technically at least to losing their athletic grant-in-aid, since such grants are contingent upon satisfactory academic progress among other things.

In institutions which publish probation lists at the end of the traditional fall semester, student-athletes in some sports (notably basketball) could have their careers interrupted in mid-season, and such cases usually become public knowledge with damaging effects for the athlete's personal and academic reputation. The NCAA leaves discretion about the timing of probation reports to individ-



ual institutions, and some schools report probations only at the end of the academic year rather than after each semester. In contrast to all this, non-athlete students on academic probation generally have much less to lose in terms of their private lives and public notoriety.

In colleges and universities with intelligent and constructive concern about student-athletes' academic progress and timely graduation, the basic mechanism for benevolent control is usually some form of systematic counseling and tutoring tailored for the student-athlete program. It is essential that this counseling and guidance should be administered by professional academicians rather than athletic department personnel—or even athletic department personnel under the guidance of faculty administrators. Student-athletes are normally inducted into these special aid programs immediately upon matriculation, and sometimes in the late summer weeks preceding their freshman year. They should receive counseling and advice on rostering and course selection and other aspects of placement in prescribed educational tracks, including follow-up procedures and systematic performance measurements. Many student-athletes do not necessarily need the program, and some even resent this constructive control of their academic affairs: some perceive this as a form of discrimination in that they are monitored too much and too closely compared to non-athlete students.

Campus critics and sometimes the general public tend to misinterpret this special attention for student-athletes in two respects. The first is the notion that such counseling favors student-athletes with singular privileges compared to non-athlete students, and the second is the contention that student-athletes in the program are deliberately routed to selected sympathetic faculty members and notoriously easy courses of study. The first notion is fallacious since every academically progressive college and university

provides similar counseling for *all* students and not just student-athletes. All incoming students are expressly and publicly advised of various special counseling opportunities, and such information is available in a variety of ways throughout their college experience.

The second contention that such programs are designed to place student-athletes with certain professors and/or in certain courses is ill-conceived, since the purpose of counseling directors with personal and professional integrity is just the opposite: to guarantee that student-athletes will roster for required courses and programs rather than taking courses randomly. Student-athletes who are so inclined learn about easy professors and easy courses in the same way that all students learn about such things: by word of mouth through the campus grapevine in its various manifestations. Student-athletes who follow such peer guidance simply imitate other students who have particular goals or objectives (or none at all). Many students in various major fields attempt to avoid courses which in their opinion have no bearing on their real or imagined professional future (math and science for some; literature and philosophy for others), and deliberately roster for reputedly easy professors when they are required to take such courses.

It must be emphasized also that opportunities for special counseling and academic guidance are usually even more readily available in specifically designed programs for other special-interest student groups mentioned in the preceding installment: honors program students; educationally and socially deprived students; military veteran students; and others. Such student categories generally have the benefit of unique opportunities in rostering courses and selection of major field requirements and other academic procedures. Special counseling programs for student-athletes are neither more nor less discriminatory than similar programs for other selected seg-

La Salle oarsmen in the '50s;  
Explorer women rowers in the '70s.





ments of the student population.

In the final analysis, it is in the interests of common sense and justice that colleges and universities with ethically oriented sports and athletic programs should have designated counseling and guidance systems for student-athletes. The institution presumably has extensive financial investments in the athletic program itself and in student-athlete support systems, and certainly has moral obligations relating to the mutually beneficial character of the agreement between student-athletes and the college or university. It is much to the institution's advantage to have properly oriented and properly directed student-athletes who will succeed academically and thereby continue to serve their own athletic interests and the interests of the school.

In the administrative structure of typical colleges and universities, the campus offices most directly and most frequently involved with the routine implementation of student policies (including athletic policy) are: 1) the admissions office; 2) the registrar's office (or the office responsible for grade reports and transcripts); and 3) the office of student affairs including the area of student discipline. These offices embody the image and character of the institution, and usually provide empirical measurements relating to goals and purposes and outcomes. These are critical offices with respect to institutional policy for the student population in general, and especially for special student categories including student-athletes. This is clearly reflected in the consistent implication of these offices in reports of academic/athletic irregularities and abuses.

**A**dmissions offices in colleges and universities must be acutely aware of the importance of constructive admissions policies for the present and the future of the institution, including the nature and function of selective or flexible admissions policies for special student categories.

The basic principle of intelligent admissions policy is to admit routinely qualified students who will benefit from the college experience and who will benefit the institution tangibly or intangibly, and to admit certain marginal students in special student categories for the mutual benefit of the student and the institution. These academically marginal students frequently offer unusual skills or abilities at least tangentially related to the educational process, which can be utilized for the betterment of the institution—including sports and athletics. Assuming that such marginal students have at least minimal entrance credentials (including the projected 2.0 GPA if applicable), constructive admissions policy would be to decide on the basis of two considerations: can the student succeed on his or her own merits; and can the student succeed with the systematic counseling and guidance offered in every academically sincere college or university.

**W**ith respect to student-athletes in particular, admissions policies are fairly consistent in every institution with nationally competitive sports and athletic programs. Where there is a problem with marginal academic credentials for gifted student-athletes, colleges and universities with nationally competitive athletic programs (including some of the most academically prestigious schools in the nation) have flexible admissions standards and to think otherwise is naive. Intercollegiate sports and athletics constitute an important and integral part of higher education and in some institutions guarantees financial solvency, and blue-chip athletic prospects are worth the interpretation of standard institutional policies and procedures. One rubric many institutions utilize in this context is to designate a certain percentage of admissions cases as "open admissions" with no standards required (or at least not the usual standards for other admissions), and student-athletes are often admitted on such a basis.

Athletic coaches often "strongly recommend" ad-





mission for gifted student-athletes with and without attractive entrance credentials, and responsible admissions offices must resist such pressure from athletic department personnel. It must be the admissions office which admits all students and not the coaches or the athletic director or sympathetic campus agencies. Part of the irony in the situation is that coaches understandably feel a sense of chagrin when highly regarded athletic prospects are denied admission to their school, and then enroll in competitive institutions with different admissions standards.

**A**gain it must be emphasized that admissions policies for student-athletes (along with other student policies) must be evaluated in the context of admissions policies for other special-interest student categories mentioned frequently in this discussion. Applicants for admission to special programs for educationally deprived students and older students and continuing education students and others all have the benefit of flexible admissions standards, and in many institutions military veterans and faculty dependent students are admitted on an open admissions basis. The flexibility potential for admitting some marginal students is really quite diverse, and usually reduces to the principle implicit in the student-athlete program: the possibility of a mutually beneficial relationship for the student and for the institution. Most colleges and universities admit some marginal students whose academic potential can be developed for their personal benefit, and who have talents and abilities to make the institution somehow better for their presence.

One of the most sensitive offices in any college or university is the office responsible for the submission of grades and student records and the preparation of transcripts—duties normally associated with the registrar's office. This office is intimately involved in one of the most critical areas of the college experience for all students including student-athletes. The recording of grades and the preparation of transcripts constitute the most visible and probably the most meaningful expression of the educational process, and the honesty and integrity of these procedures reflect the honesty and integrity of the institution itself. Most of the institutional scandals relating to athletics focus on the forgery and manipulation of grades and transcripts between schools and within individual institutions, including grades and academic credits awarded for mythical courses non-held in empty garages hundreds of miles from the recording college or university.

Registrar's offices in self-respecting colleges and universities must resist any direct or indirect pressure from athletic department personnel for altering or falsifying grades and transcripts, and there should be no provisions in student-athlete academic policy permitting interpretation of standard recording procedures. Here again in the context of registrar's office relationships with student-athletes, the situation must be extended to include other special student categories on campus. Many institutions have interpretative or different recording procedures for programs involving educationally deprived students and continuing education students and others. An example is to permit students in such programs to have letter grades (A-B-C-D-F) changed to the usually more lenient "pass-

fail" context—sometimes months after the original grade was submitted. There is no necessary suggestion of impropriety in such procedures but they are *different* compared to the rest of the student population, and in this respect student-athletes might be denied privileges extended to other special student groups.

Besides the processing of grades and transcripts, another routine function normally administered by the registrar's office is the business of rostering students for specific courses and classes. Campus critics sometimes contend that student-athletes receive preferred treatment in this area, and this may be true but there are logically compelling reasons. In many intercollegiate sports and athletic programs, the normal time period for practice sessions and contests in some sports is the late afternoon hours—theoretically after the close of the school day. Athletic directors and coaches and student-athletes prefer and request earlier class schedules to avoid unnecessary conflicts with practices and games. This is more of a problem for some student-athletes than for others depending on the sport and the season and the availability of (lighted and indoor) campus facilities. Most football and basketball programs traditionally have practice sessions in the late afternoon, and most baseball and soccer and field hockey teams practice and frequently play scheduled contests in this time period. In the context of the institution's commitment to an athletic program, it seems only reasonable that such relatively minor rostering adjustments should be made for these athletic obligations. And where it is feasible and applicable, the same considerations should be extended to non-athlete students engaged in significant school-related extracurricular activities.

**B**esides the admissions office and the registrar's office, another critical institutional office is the administrator for student life and student affairs, including the area of student discipline and disciplinary procedures. Student-athletes tend to be particularly involved with this office—primarily because athletes usually comprise the largest designated group of on-campus residents, and are usually the most permanent residents during holiday periods and "off-season" periods for the rest of the student population. In the context of special privileges and considerations for student-athletes in this area, opinion varies as to whether athletes should be housed together as a distinct community in specific campus dwellings, or whether they should be dispersed and mingled with non-athlete students in buildings open to all. Some colleges and universities with major sports programs have notoriously lavish complexes for athletes in certain sports (the Paul W. Bryant Hall at the University of Alabama is frequently mentioned), while in other institutions the accommodations are more modest but still reserved for student-athletes only.

Commonly cited advantages in having student-athletes in given sports live together focus on opportunities for establishing and solidifying team unity and a sense of "togetherness," and also the convenience of academic/athletic administrative communication with the players. Advantages of having student-athletes live with other students emphasize opportunities for social and cultural and intellectual growth and diversification, and a greater sense



of meaningful involvement in the larger educational community represented in the school. In colleges and universities where living accommodations for student-athletes are markedly different and superior compared to housing for other students, there is likely to be some understandable resentment among other components of the college community and a greater sense of divisiveness and suspicion regarding student-athletes. Reasonable special privileges accorded student-athletes would include immediate availability of campus housing (the NCAA mandates that athletes on full grants must be guaranteed housing), and preferential location in dorms located near athletic complexes for everyone's convenience. Some minor special living accommodations are also in order, such as the availability of seven-foot beds for some members of some basketball teams.

**C**ampus disciplinary attitudes and procedures frequently serve as a barometer of student life in the context of responsible adaptation to the academic environment. Here again student-athletes frequently suffer more privately and publicly compared to non-athlete students. Instances of student-athlete infractions of campus codes are usually highly publicized in the media, and dismissals result of course in the loss of athletic grants-in-aid. Non-athlete students who commit the same infractions have their privacy protected and usually have less to lose personally in connection with dismissal from school. In the normal course of things, many academic disciplinarians feel that well-motivated student-athletes tend to be a constructive influence on campus and make positive contributions to the image and well-being of the institution.

In terms of sanity and perspective in intercollegiate athletics and the academic careers of student-athletes, the most important recommendation is that colleges and universities must consistently regard student-athletes as students first and athletes second. This regard must be expressed in intelligent concern for student-athletes' realistic academic progress and graduation and career planning. Probably not enough has been said specifically about the importance of career planning beyond graduation for student-athletes. Given the nature of intercollegiate sports and athletic involvement, there is the tendency even among well-meaning educators and well-motivated student-athletes to think (to idealize) about continued athletic participation after graduation. But statistics and reality indicate that a miniscule proportion of college athletes ever play professionally in any sport, and an equally small number continue to be involved in coaching and athletic administration. When the dream dies it is important that constructive career planning can fill the void and guarantee a meaningful future.

This fundamental need to recognize student-athletes as students first and athletes second is generally accepted in academically sincere colleges and universities, but even here the requirement is frequently glossed over and inadequately implemented. The dual characterization as student and athlete requires mutual caring and shared responsibility that often go unrecognized in the routine life of colleges and universities. Since student-athletes are both students and athletes, it is imperative that both academi-



The author:  
Dr. Joseph C. Mihalich

cians and athletic department personnel should care and share responsibility together for the well-being and progress of student-athletes. In the daily life of many colleges and universities, this mutuality of interest is often neglected and the components exist like twain that shall never meet.

Usually there isn't nearly enough personal recognition and personal interchange between academic administrators and faculty members and their opposite numbers in the athletic administration. There is often the danger if not the reality of a destructive dichotomy on campus separating these two main influences in the life of student-athletes. Both components must develop mutual acceptance and respect and trust, and must become visible and accessible to each other as individuals and as members of the college community. Too many administrators and faculty members have no real consciousness of the individuals in the sports complexes, and too many athletic directors and coaches have no real consciousness of the individuals in the halls of learning. What is needed in many schools is a concerted public relations program extending in both directions from *academe* to athletics designed to guarantee mutual recognition and visibility and acceptance. Academic administrators and faculty members are probably limited with respect to practical occasions for such interchange (apart from attendance at contests and practices), but a viable medium would be regular attendance by athletic department personnel at academic receptions and convocations and faculty meetings including senate meetings. Every effort should be made to establish a combined faculty of educators in the arts and in athletics.

This philosophy of interaction is implemented at the practical level through systems and instruments involving academic administrators and special counselors and eventually athletic directors and coaches. Usually the basic mechanism for this practical implementation is some form of the specially designed counseling and guidance programs for student-athletes discussed previously. In addition to providing initial academic advice and orientation, an important function of such programs is the systematic collection and evaluation of pertinent information relating to student-athletes' academic performance and progress. This is usually accomplished through the



use of printed evaluation forms sent periodically to faculty members to report the academic status of student-athletes registered for their courses. These forms are returned to the administrators of the counseling program, who incorporate the information into a standing statistical study of each athlete's status as the basis for any remedial procedures. Faculty members thus become the strongest (or the weakest) link in the system, and the practical value of the entire procedure depends on the conscientious cooperation of professors in returning these forms promptly and with sufficient detail for evaluation and guidance. The forms themselves should be concise and easy to complete to encourage cooperation, and pertinent academic administrators should instruct faculty members to cooperate for the mutual benefit of student-athletes and the institution.

The information gathered and evaluated in the counseling and guidance system is eventually communicated to the academic advisor for student-athletes (who should be an integral member of the program itself), and then to athletic directors and coaches. While the counseling and guidance program must be academically based and administered, athletic department personnel and especially coaches must be involved in the system. It is the responsibility of coaches especially to know the academic status of their athletes, and to encourage academic effort and cooperation in attending classes and completing examinations and performing in a conscientious and dedicated manner. For all the people and factors in the counseling and guidance program, usually the closest one-on-one relationship is between coaches and players and this tends to result in the most authoritarian and most effective influence. Coaches naturally have this interest and responsibility (or should have) with respect to their players, and players in turn are more apt to respond more completely to their coaches with whom they share their athletic careers and aspirations than to academic personnel.

While every person and every function is important in this systematic effort to guarantee realistic academic progress for student-athletes, the key component is an efficient and dedicated and respected academic advisor for athletics. This should be an administrator or faculty member with significant academic stature on campus, and with access and acceptability in all pertinent areas of academic and athletic administration and practice. The

responsibility should never be relegated to assistant athletic directors or coaches or any athletic department personnel either on a full-time basis or as "something else for them to do."

Academic advisement is an academic matter and requires the educational expertise and motivational concepts associated with professional academicians, who are at once removed from the inner sanctum of the athletic department and yet sympathetic and constructively concerned about realistic academic progress and timely graduation for student-athletes. A recent report issued by the University of Southern California after the institution was sanctioned by the Pacific 10 Conference for academic violations recognizes this in contending that:

All matters of eligibility and academic progress must be under the direct supervision and control of faculty and staff outside the department of athletics . . .

Programs for the advisement and counseling of athletes should be fully integrated with on-going programs within the University's total academic support plan.

Along with the importance and critical role of academic administrators and faculty and coaches in directing the student-athlete program, it must be emphasized that the primary responsibility for academic success lies with the student-athlete himself or herself. Academic control and direction of the student-athlete program is simply the context for the student-athlete's personal desire and dedication to educational success. The most intelligently designed and most efficiently functioning system is useless and sterile without the individual student-athlete's personal commitment and sincere motivation for higher education. Whatever help the counseling and guidance system provides must begin with self-help. When priorities are properly recognized and properly ordered, sports and athletics and the pursuit of education are eminently compatible and the combination is a significant force in the achievement of human excellence.

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*Dr. Mihalich is a professor of philosophy at La Salle and former chairman of the college's Athletic Committee. His "Philosophy of Sports" course is now an annual part of the college's curriculum.*



# A CHAMPIONSHIP SEASON

"The season culminated with what we had all set out for," said head coach Joan Broderick. Indeed, there is no better way to end a season than as the national champions, and that is exactly how the La Salle College field hockey team ended the 1980 season—AIAW Division II National Champion.

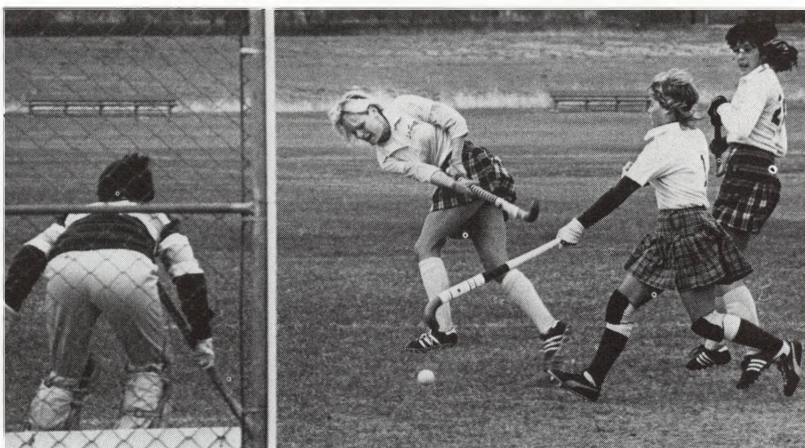
The Explorers ran off a 12-game winning streak, longest in the school's history and finished the season with a 19-6 record. The biggest win, of course, climaxed it all, a 3-2 victory against Southwest Missouri State, the 1979 national title winners.

It came on a bone-chilling November afternoon in Edwardsville, IL. The stage had been set for a classic game, as La Salle had reached the finals by ousting Northeastern, Eastern Illinois, and Denver. Southwest Missouri had earned the right to defend its national championship by beating Southern Illinois, Davidson, and Ithaca. Not only had the Bears raced to the finals, but they got there without having been scored upon.

Barbara McGugan quickly put an end to Southwest's shutout string, but the game was quickly tied by the Bears. Late in the first half, Laura Frieze scored her sixth goal of the championships, more than any other player, and the Explorers led at the half by a 2-1 count. Kathy McGahey gave La Salle some breathing room with a goal midway through the second half, and 17:32 was all that separated the Explorers from the school's first national championship in 25 years.

Southwest Missouri would not die quietly however. With less than six minutes remaining in the game, Kathy Schubert scored her second goal of the game, and it was nail-biting time for Explorer fans. Have six minutes ever lasted so long? Goalie Vicki Smith turned aside several shots. Sweeper Liz McCabe cleared the rebounds to keep Southwest from scoring territory, and the offense of Frieze, McGahey, Joanne Weber and Nancy Richards kept the ball away from the Bears. Finally the whistles sounded and the La Salle Explorers were the national champions.

Championship action (from top to bottom): Sisters Joanne and Carol Weber celebrate; Laura Frieze shoots against Eastern Illinois; Mary Kaiser, Frieze, Kathy McGahey, and the Weber sisters celebrate after a goal.





"We didn't know the game was over," said McGahey. "It took a long time to realize that we won—we were #1," she added.

It not only took a long time for the team to realize they had won, but it took a long time to build the championship team. There was a new coach in 1980, with Joan Broderick taking the reins of the team from Kathy Wear, the person responsible for forming the groundwork of field hockey at La Salle.

With the new coach, there were adjustments made and it took time for the players to become accustomed to their new positions and roles. Through the long drive to the championship however, it was a team that had a commitment to excellence which finally rose to the top.

In the first round of the championships, Mary Trautwein, Joanne Weber and Laura Frieze scored to erase a 1-0 Northeastern lead and sent the Explorers into the next round against Eastern Illinois. This time it was Laura Frieze who supplied all the goals and a sturdy defense permitted but one goal in a 2-1 La Salle win.

The third round opponent was the University of Denver and this time it was the entire defense which keyed the La Salle win. Liz McCabe, Cindy Ambruoso, Mary Kaiser and Liz Crawford, and the rest of the La Salle defense allowed but three shots on goalie Kelly Walker in a 3-0 La Salle victory. The defensive effort did not go unnoticed by Broderick. "Cindy played her finest game of the season, and Liz McCabe was the glue that kept the defensive structure together," said the first-year coach.

Following the heart-stopping triumph over Southwest Missouri, 16 athletes proudly displayed their championship trophies as Broderick and captain Joanne Weber accepted the team trophy.

La Salle College was the national champions—the first college women's team in the city of Philadelphia able to make that claim.

—Bill Hunt



From top to bottom: head coach Joan Broderick displays national championship trophy with team; Kathy McGahey dribbling against Southwest Missouri, and goalie Vicki Smith kicking out a shot in title game.



**JULY  
8  
THRU  
AUG  
16**

# Man of La Mancha

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# Around Campus



The grant from the National Endowment for the Humanities will help purchase new equipment like this for the college's Communications Department.

## La Salle Awarded \$420,000 National Endowment For the Humanities Grant

La Salle has been awarded a \$420,000 challenge grant from the National Endowment for the Humanities—the largest grant ever received by the college for an academic program or faculty development, it was announced by Joseph Duffey, chairman of the Endowment.

La Salle was the only college in Philadelphia among 122 universities, libraries, historical institutions and museums in 35 states and the District of Columbia to receive one of the challenge grants awarded this year.

The grant was awarded contingent upon the college's ability to match the funds at a \$3 to \$1 ratio over the next 3-1/2 years. La Salle is in the midst of a three-year \$15 million "Campaign For The 80's."

La Salle's Brother President Patrick Ellis, F.S.C., Ph.D., expressed appreciation for the grant which he said, "gives witness to the seriousness of La Salle's commitment to the humanities during this time of vocationalism and necessary career-orientation." Expressing confidence that the college would be able to raise \$3 in new money for every \$1 that comes from NEH, La Salle's President added that the grant "comes at a time when alumni giving, trustee giving, and corporate and foundation support are beginning to show great new vitality."

Brother Ellis said that the grant will be used for endowed operating expenses and such faculty development programs as summer sabbaticals, research leaves, fac-

ulty retaining, and other professional activity for members of the college's Humanities Department. Funding will also go toward the purchase of instructional equipment, especially in the area of communications, and library material for the Humanities.

The college's Interdisciplinary Studies Program will also be expanded. More thematic courses will be offered combining coordinated teaching efforts of two professors; e.g., "Renaissance Thought and Culture," taught by members of the college's History and Philosophy departments or Religion and English departments.

"The NEH grant has helped the college to maintain its true priorities during the time of many demands," said Brother Ellis, "such as the construction of residence



halls, and the needed parking facilities. The timing of this grant could not have been better, nor could the challenge have come at a more genuinely helpful time."

John J. French, '53, alumni chairman of the "Campaign For The 80's," explained the NEH grant at the March 11 meeting and urged members of the Alumni Board of Directors to encourage their friends and classmates to help the matching fund drive.

Terence K. Heaney, Esq., '63, president of the Alumni Association, said that the NEH grant gives La Salle's alumni the opportunity to show their support and "multiply their effort" by contributing to the NEH challenge grant, not only in these inflationary times, but also during the most significant fund-raising campaign in the college's history.

"Support shouldn't come only because we can multiply our efforts," Heaney added, "but we should all remember that the value of our education increases when we support the college. When the public sees that we believe in what La Salle College has done for us, they will have more confidence in the college, themselves."

"La Salle has been a successful stepping-stone to successful careers for many of our alumni. It has the reputation of an excellent academic institution. Our alumni has benefited from that reputation and by continually being involved, they will enhance that reputation. It's really self-serving, but as the value of the college goes up, the value of each of our degrees increases."

The National Endowment For The Humanities Challenge Grant program was established by Congress in 1976 to help non-profit, humanities-oriented institutions generate new financial support. The grants are awarded on a competitive basis. This year, 285 institutions applied to the program.

## Pew Awards La Salle \$600,000 Grant

La Salle College has been awarded a \$600,000 grant from the Pew Memorial Trust for renovation of the Roland Holroyd Science Center on campus. It is the largest grant La Salle has ever received from a private foundation.

Brother President Patrick Ellis, F.S.C., Ph.D., said that the grant will be used to improve energy conservation in the Science Center, to augment the building's aesthetic quality, and to upgrade the Chemistry and Biology Department laboratories.

The 21-year-old structure currently houses classrooms, laboratories, lecture rooms and faculty offices for the college's Geology, Physics, and Psychology Departments in addition to Biology and Chemistry.

## Brother Vincent Grimes: "A Brilliant, Well-Endowed Man"

A Mass of Christian Burial was sung on Jan. 20 in the La Salle College Chapel for Brother Vincent Grimes, F.S.C., Ph.D., a former dean and founder of the college's Psychology Department and Counseling Center, who died on Jan. 17 at Chestnut Hill Hospital. He was 67.

A native of Washington, D.C., Brother Grimes had been a member of the Brothers of the Christian Schools (Christian Brothers) since 1930. He retired last year as a professor of psychology.

After graduating from the Catholic University, Washington, D.C., where he earned bachelor's, master's and doctorate degrees in psychology, Brother Grimes taught chemistry for ten years in high schools in Philadelphia and Pittsburgh. He was stationed at Philadelphia's La Salle College High School from 1941-43.

Brother Grimes joined La Salle College's faculty in 1945 and stayed there for the rest of his career except for a five year term as Director of Counseling for the Schools in the Diocese of Pittsburgh and at that city's South Hills Catholic High School (1960-65).

In 1948 he founded La Salle College's Psychology Department which he chaired until 1960. He also started the college's highly-respected Counseling Center that year and served as its director until 1952. He served for a year as Dean of Arts and Sciences at La Salle in 1955.

At various times Brother Grimes was a Visiting Professor of Psychology at Manhattan College, St. Mary's (Minn.) College, and The Catholic University of America.

Brother Grimes was a member of a number of professional and scientific organizations including the American Psychological Association and the American Personnel and Guidance Association. He was a member of the Governor's Advisory Committee For Guidance in the Schools of Pennsylvania from 1962-67.

He is survived by a sister, Mrs. Thelma Rollins, of Bristow, Va., a niece, and a nephew.

At the Mass of Christian Burial, Brother Grimes was eulogized by La Salle's Brother President Patrick Ellis, F.S.C., Ph.D., as a "brilliant, well-endowed man," who belonged to a



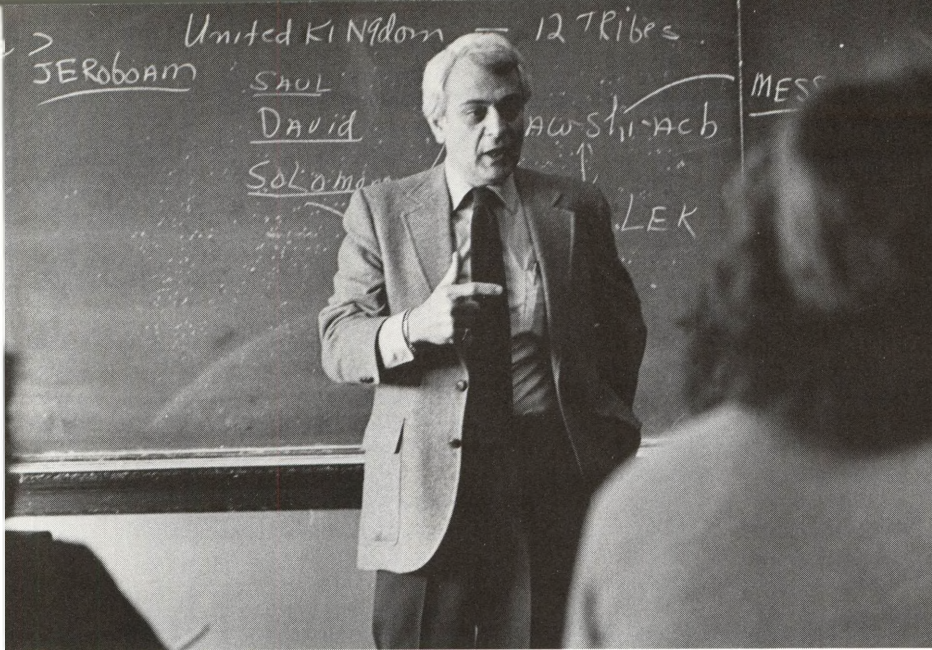
dozen professional organizations and served on a number of state and national commissions with distinction but without much recognition.

"Like many loyal, innovative American religious of his generation, Vince belonged to the new Institute when it didn't exist yet, and enthusiastically joined the old one after its official demise," added Brother Ellis. "But who can deny him a certain rugged consistency in faithfulness to his lights, or deny the gift of great vitality, to all groups that have changed profoundly, made by men like him."

"For too many of us, the direct experience of Brother's platform and classroom performances never occurred. The word is that he was superior at both, carrying very heavy schedules very lightly, and working the Communion breakfast and after-dinner circuit with verve and style. Always prepared to the nines though fully capable of winging it, Vincent did us all proud, for years and years. It is just possible that we were—as sometimes happens—a bit slow in telling him so."

"We assemble, then, to thank God for a life poured out among us. Faith tells us to abandon the past tense. Vince Grimes witnesses this gathering. We his Brothers in religion thank you on his behalf for your living and loving presence."





Rabbi Bernard S. Frank in his Judaism class.

## Rabbi Frank Honored For Campus Judaism Course

When Rabbi Bernard S. Frank was offered the opportunity to teach a course in Judaism at La Salle in 1966, he expected a short tenure as a lecturer in the religion department at a Roman Catholic College conducted by the Brothers of the Christian Schools.

"Now I wouldn't give this course up for anything in the world," says Frank, the Rabbi at Temple Beth Torah, 608 Welsh road, in northeast Philadelphia. "Ninety-nine per cent of my experiences with the students at La Salle have been exceptional."

To commemorate Rabbi Frank's 15 years of service on the college's faculty, the Jewish Chautauqua Society presented a Shelf of Judaica (12 new volumes) to Brother James Muldoon, F.S.C., Ph.D., Dean of Arts and Sciences at Temple Beth Torah on Feb. 6.

The presentation was made by Av Bondarin, the executive secretary of the national federation which currently sponsors resident lectureships in Judaism at 178 American colleges and universities in an effort to promote better understanding.

Rabbi Frank's Judaism course has been traditionally one of the more popular electives among La Salle students. For most of the 2,257 men and women who have taken the course, it has been their first experience with Jewish thought.

"The students are amazed to find so many similarities between Christian religion and Judaism," says Rabbi Frank. "The Ten Commandments, the Old Testament, even the Benediction that I give at my Temple when they come to visit (as part of the requirements of the course)."

Most students, he adds, are surprised to learn of the extent of anti-Semitism in the world today. He explains to them that hatred is not something that is inborn, but

taught. Most of the students have had very limited contact with Judaism, primarily through "word of mouth which is not, necessarily, the best type of contact."

"Rabbi Frank has been a living embodiment of the Judaic tradition and an energetic, accessible religious presence on campus," says Brother President Patrick Ellis, F.S.C., Ph.D., "He has helped both Christians and Jews among faculty and students to grow into adult believers."

Rabbi Frank credits Pope John XXIII and the Ecumenical Council for doing the most to improve the relationship between Christians and Jews and opening the door for such courses as Judaism on Catholic college campuses. The awareness and understanding of his students, he says has

"increased 100 fold" by the end of each semester.

"Many of the men and women in my class say that it's one of the few courses they've taken where life, human relations, and concern for fellow human beings is significantly emphasized."

## College Announces Hikes In Tuition, Board & Fees

La Salle will increase its full-time tuition by \$380 to \$3,700 for liberal arts and business administration students in 1981-82, it was announced recently.

Tuition for full-time science students will cost an additional \$135. Tuition for the college's Evening Division and Summer Sessions will be increased by \$11 to \$85



Joseph J. Goebel (right), a junior Spanish/Psychology major, chats with Dr. Leonard Brownstein, associate professor of Spanish, after being awarded the Joseph L. Moran Memorial Scholarship for study at La Salle's undergraduate language program at the University of Seville, in Spain. The grant was named in honor of the long-time La Salle professor who died in 1976.



per credit hour. Full-time tuition for Graduate programs will go up \$15 to \$150 per credit hour.

Depending on which of three "meal plans" a student chooses, room and board charges will range from \$2,230 to \$2,830. Students, however, will be able to make more precise meal plan selections (e.g., an option of five or seven day tickets with or without breakfast.) College officials hope that such flexibility will offset the increased cost of living on campus for most students. Room and board last year ranged from \$1,890 to \$2,130.

In a letter to students and parents, Brother President Patrick Ellis, F.S.C., Ph.D., said that the increase rate in tuition (11.6%) is slightly below that of last year though the amount is slightly larger since it is based on current tuition.

"Once again we have held the basic increase below the national inflation rate and below the Higher Education Price Index," he explained. "We shall be able to commit to a 10% increase in most operational budgets, and to more than that in some equipment and other capital areas."

Pledging to "continue to strive for the highest educational quality at accessible rates," Brother Ellis added that the college, as in the past, "stands ready to guide all its students toward all the financial aid to which they are entitled, and to the furtherance of public and private aid programs."

## Music Theatre To Revive Hit "Man of La Mancha"

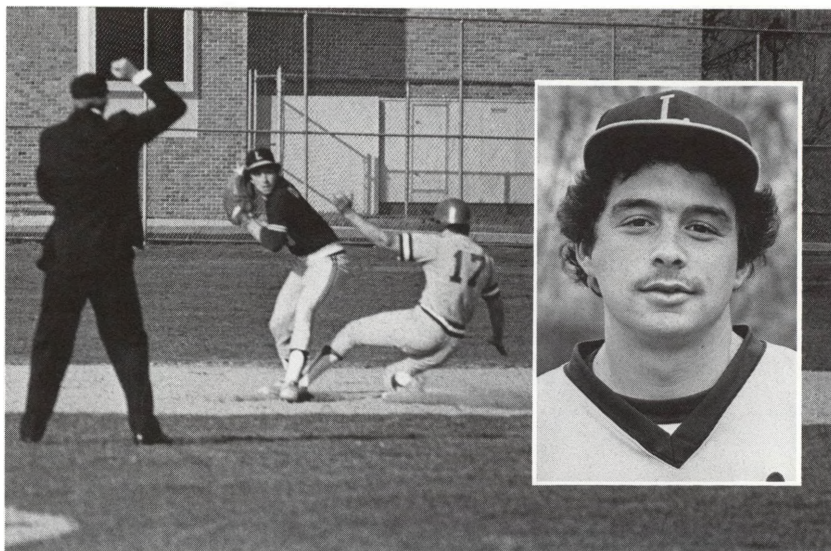
The La Salle Music Theatre will introduce a new format this summer by presenting one show for six weeks, a revival of MAN OF LA MANCHA, the all-time box office hit at La Salle.

Brother Gene Graham, producer of Music Theatre, said that Bob Bolsover, '53, who starred as "Miguel De Cervantes (Don Quixote)" in the original La Salle production of MAN OF LA MANCHA in 1970, will return in the lead role again this summer and will also serve as director.

MAN OF LA MANCHA will open in the College Union Theatre, on campus on Wednesday, July 8, and continue five nights weekly from Wednesdays through Sundays until August 16. Performances will be at 8:00 P.M. on Wednesdays, Thursdays, and Fridays; at 6:00 and 9:30 P.M. (two shows) on Saturdays, and at 7:00 P.M. on Sundays.

The original La Salle production of MAN OF LA MANCHA drew 105 per cent of capacity to La Salle's 382 seat theatre in 1970, the highest attendance in the theatre's 19-year-history.

Information on special group rates as well as individual ticket plans can be obtained by calling 951-1410 or by writing to La Salle Music Theatre, Philadelphia, PA 19141.



## Jim DeRenzi: The Explorers Remember A Friend

*"I just hope I'm part of the team in Florida—even if I'm just the bat-boy."* So said Jim DeRenzi, the second baseman of last year's La Salle baseball team, at a party this past summer. "It was the first time he didn't think he could play," recalls teammate Rick Lawlor.

Unfortunately, Jim DeRenzi was not at second base when the Explorers opened the season in Florida on March 8. He died of cancer December 20, 1980.

The 1981 La Salle baseball team has dedicated the 1981 season to the memory of their lost friend, and is wearing black arm-bands in remembrance of him. Instead of the usual "rah-rah" before taking the field, the team is offering a moment of silence for Jim DeRenzi.

What baseball coach Gene McDonnell remembers most of Jim DeRenzi is a hustling, dedicated player who loved the game of baseball. "He's really the type of kid you love to have on your team," said McDonnell. "He was a vibrant kid who loved to play. He never griped always hustled. He definitely would have done some playing in the next three years."

DeRenzi's friend and teammate, Tom Bonk, first found out something was wrong last summer. "He told me he had a tumor, but he said it was no big deal," says Bonk. After the operation to remove the tumor in his sinus area, DeRenzi continued to play even though he suffered from severe headaches and other problems. "You could tell he was weak, but he

wouldn't say anything," recalls Bonk. "He would never complain about anything."

Certainly no one complained about the season Jim DeRenzi enjoyed last year. As a freshman walk-on to the team, he batted .340 with two doubles, two triples and one home run while playing flawless defense. His performance was a pleasant surprise to McDonnell. "We were aware of him (out of high school) and we knew he could hit, but what surprised me was that he could hit so well as a freshmen in college ball."

DeRenzi last played baseball for La Salle this fall. The difficulties of the young second baseman had become more obvious and McDonnell became apprehensive about playing him. "I was afraid that maybe he couldn't see the ball or something," recalls McDonnell, who shared his concern with the players and also with DeRenzi's parents. De Renzi's parents told the coach to let him play and do what he wants when he can.

So Jim DeRenzi played and played well this fall. Ironically, in his last game against St. Joseph's, he hit a home run.

"DeRenzi got everything out of everyday. He went out fighting," says Lawlor. But McDonnell, the veteran coach who has seen so many athletes pass through his locker room, probably said it best: "Jimmy's up there playing second base for somebody, the heaven team—whatever, and enjoying it. We'll miss him, that's for sure."

**Bill Hunt**



## SCHOOL OF BUSINESS

### '49

**John F. Moross** has been appointed vice president and mortgage servicing officer at First National Bank of South Jersey.

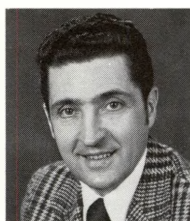
### '50

**Joseph H. Foster, Esq.**, became Chancellor of the 7,200 member Philadelphia Bar Association on January 1, 1981. He was the guest of honor at an Alumni Association Law Society reception on campus, March 29. The National Conference of Christians and Jews presented its 1980 Human Relations Award to **Joseph A. Gallagher**, chairman of the board and chief executive officer of Industrial Valley Bank and Trust Company.

### '51



**James E. Downey**



**Philip J. Lucia**

**James E. Downey** has been promoted to senior executive vice president and treasurer of Beneficial Savings Bank, Philadelphia. **John H. Kennedy** is vice president for finance at Alco Standard Corporation, in Valley Forge, PA. **Philip J. Lucia** has been promoted to vice president—regional manager, Mid Eastern Regional Office, at Nationwide Mutual Insurance Company.

### '54

**Charles G. Happ** has been elected president of Tri-County Band, a concert and marching band headquartered in Feasterville, Pa.

### '56

**James H. Breen** has been appointed public affairs officer for Los Alamos National Laboratory, in Los Alamos, N.M.

### '58

**Ira Davis** dedicated a new warehouse facility for his company, Ira S. Davis, Inc., in Germantown.

### '60



**Anthony D. Caruso**

**Anthony D. Caruso**, president of Caruso & Company, Inc., a Philadelphia firm specializing in industrial real estate brokerage and appraising, was inaugurated on January 7, 1981 as chairman of the Philadelphia Board of Realtors. **J. Russell Cullen, Jr.**, was elected president of the historic Carpenters' Company of Philadelphia.

### '61

**Thomas J. Hartsough** has been named an executive vice president at Fox Chase Federal Savings and Loan Association.

### '62

**Joseph J. Kalada**, an associate of Laventhol & Horwath, was the guest speaker at a recent Pennsylvania Northeast Chapter of the National Association of Accountants' meeting.

### '63

**Francis B. Stull** has joined Heinz U.S.A., a division of H.J. Heinz Company, as general manager, financial accounting, in Pittsburgh, Pa.

### '64

**J. Hugh Devlin**, a managing director of Morgan Stanley and Company, Inc. of New York City, has been elected to the board of governors of Riverview Hospital. **Michael W. McGuire** received his master of business administration degree from Saint Mary's College in Moraga, Ca.

### '65

**Richard J. Conway** is vice president and resident manager of Shearson, Loeb, Rhoades, Inc., in Harrisburg, Pa. **John J. Donnelly, Esq.**, was elected Judge of the Probate Court of Cuyahoga County, Ohio. **Armond F. Gentile** has been promoted to executive vice president and secretary of Beneficial Savings Bank, Philadelphia. **Nich-**

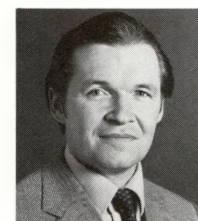
**olas A. Giordano** has been named president of the Philadelphia Stock Exchange. **William N. Zelner** received a master of business administration degree from Shippensburg State College.

BIRTH: **Gerald M. Handley, Esq.**, and his wife, Sandra, adopted their second child, Elizabeth.



**Armond F. Gentile**

### '66



**Joseph T. Gramlich**

**Joseph T. Gramlich** was named a vice president, Operations Division, of Provident National Bank. **Anthony J. Nocella** has been named an executive vice president of The Philadelphia Saving Fund Society.

BIRTH: to **John F. Handley** and his wife, Mary Lou, a daughter, Annmarie Elizabeth.

### '67

**John F. White** has been named a partner in Coopers & Lybrand's General Practice Group in Philadelphia.

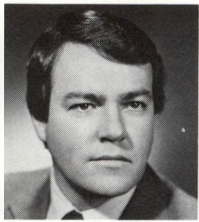
### '68

**James E. McCloskey**, an economist for the city of Philadelphia, was the guest speaker at the Montgomery County Estate Planning Council's January meeting.

### '69

**Kenneth J. Beahan**, executive vice president of J.W. Sparks Municipals, Inc., in Philadelphia, was elected president of The Municipal Bond Club of Philadelphia. **Daniel R. Bubenick** has been named an account ex-





**Kenneth J. Beahan**

ecutive at Kalish & Rick, Inc. **Charles J. Nemeth**, a chartered life underwriter for Prudential Insurance Company's Greater Trenton Agency in Princeton, N.J., has earned a master of science in financial services degree from The American College, in Bryn Mawr, Pa. **Leonard Szweda** has been appointed to Kensington Furniture's design staff.

## '70

**Manfred Rose** was elected vice president of accounting and information services at Wheeling-Pittsburgh Steel Corporation.

## '71



**James F. McGowan**

**Alfred J. DiMatties** has been elected a vice president and investment officer of Heritage Bank, Cherry Hill, N.J. **James F. McGowan, Jr.**, has been promoted to vice president at Continental Bank, Philadelphia. **Dennis M. McNulty** was named an assistant vice president of Provident National Bank. **Michael J. Reinking** has become a partner of the accounting firm of Elko, Fischer, McCabe & Rudman.

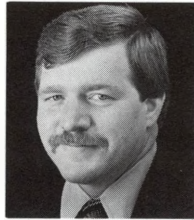
## '72

**Eugene J. Allen** has been appointed product manager, flue gas conditioning, at Apollo Technologies, Inc., Whippany, N.J. **John T. Cassidy** has been named a regional sales manager, mid-Atlantic, for Banquet Foods

Corporation. **Harry A. Gabrielli** has joined the staff of Goodman & Company, a certified public accounting firm in Palmer Township, Pa. **Edwin Lightkep** has been appointed an account executive with the Bell Telephone Company. **Joseph F. Moritz** has been appointed manager of the Southern Regional Service Center of the United Jersey Banks in Westmont.

**BIRTHS:** to **Stephen L. McGonigle** and his wife, Kathleen, a son, Kevin Patrick; to **Michael Nolan** and his wife, Elizabeth, a son, Michael Gregory.

## '73



**John C. Dooley**

**John C. Dooley** was recently promoted to assistant vice president in First Pennsylvania Bank's International Department, Philadelphia. **John C. Soffronoff** has been appointed a vice president of Easton National Bank and Trust Company.

**BIRTHS:** to **William Cunnane** and his wife, **Catherine (Bilotti)**, '74, a daughter, Alison; to **William Weber** and his wife, Elizabeth, a son, William Francis.

## '74

**George J. Walmsley, III**, has been appointed director of Fiscal Services at Taylor Hospital, in Ridley Park, Pa.

## '75

**Joseph C. McKenna** is a technical sales representative for Emery Industries, Inc. **Nellie Brumbaugh O'Connor** is accountant supervisor and treasurer for the Tredyffrin-Easttown, Pa. School District.

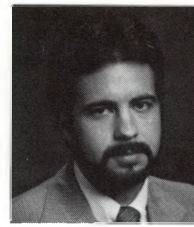
## '76

**MARRIAGES:** **Gregory M. O'Brien** to Wilma J. Gulliford; **Michael E. Ventola** to Linda M. Monzo.

## '77

**Arline J. Costantino** is a financial analyst for RCA. **Gregory J. D'Angelo** has joined First National State Bank of South Jersey as a senior trust officer in the bank's Midtown office in Atlantic City. **Anthony T. Mazzei** has been promoted to assistant to the vice president of regional marketing at Prudential Insurance Company. **Thomas J. Metz**, an audit officer at Fidelity Bank, has been certified as a Chartered Bank Auditor by the Bank Administration Institute. **Gerald G. Willis** recently passed the CPA examination and is currently on the staff of Alloy, Silverstein & Shapiro, in Cherry Hill, N.J. **MARRIAGES:** **Arline J. Costantino** to Nicholas J. Daniello; **Joanne M. Pendergast** to John F. McVey. **BIRTH:** to **Anthony T. Mazzei** and his wife, Margie, a son.

## '78



**Thomas B. Duncavage**

**Tony DiLeo** has been appointed coach of the German National women's basketball team. **Thomas B. Duncavage** has been promoted to senior analyst with the City of Philadelphia's Office of Employment and Training. **Thomas Filer**, who pitched for the N.Y. Yankee's Nashville team last season, logging a 13-9 record, was drafted by the Oakland A's.

**Joseph Mihalich**, who has guided De Matha High School (Md.) to a pair of consecutive District of Columbia JV championships and an overall 37-5 record, stepped in for head coach Morgan Wootten who was ill and confined to his home, and coached the DeMatha varsity to a 67-62 triumph over previously-unbeaten Dunbar High for the Washington Metropolitan title before 12,000 at the University of Maryland's Cole Fieldhouse.

**MARRIAGES:** **Margaret A. Fynes** to **George S. Longstreet**, '78; **Robert Olivetti** to Debra Ann Albright.

## '79

**James A. Catlin** has been elected president of the Pottstown Area, Pa. Chamber of Commerce. **Joseph T. Robinson** has been appointed financial analyst at Jeanes Hospital in Philadelphia. **Edward A. Wilusz** has been named associate, Corporate Valuations and Appraisals, of Hempstead & Company, a financial consulting firm based in Haddonfield, N.J.

**MARRIAGES:** **Leslie Ann Bisacky** to William A. Rice, Jr.; **Emelia C. Hayman** to Joseph G. Lahoda. **BIRTH:** to **Ellen K. Overcash** and her husband, **Harry E. Quirk, Jr.**, '80, a son, Andrew.

## '80

**MARRIAGE:** **Second Lt. Thomas D. Beato** to Sharon Marie Lee. **BIRTH:** to **Harry E. Quirk, Jr.** and his wife, **Ellen K. Overcash**, '79, a son, Andrew.

## SCHOOL OF ARTS & SCIENCES

## '33



**Leon J. Perelman**

**Leon J. Perelman** was elected president of West Park Hospital's Board of Trustees, Philadelphia.



## Meet Pennsylvania's "Teacher of the Year"

Louis DeVicaris, '65, who has spent his career making chemistry "more interesting" to his students at Cheltenham High School, saw this dedication pay handsome dividends recently when Governor Dick Thornburgh named him Pennsylvania's "Teacher of the Year."

DeVicaris, who later represented the commonwealth in the national Teacher of the Year competition in Washington, had been named the outstanding chemistry teacher in Philadelphia by the American Chemical Society in 1979.

In his citation honoring DeVicaris, Governor Thornburgh praised his commitment to excellence in education and learning, as well as his professionalism, expertise, and dedication. DeVicaris was also commended for his contributions to the quality of education in Pennsylvania.

"Personally, it gave me a tremendous amount of satisfaction to see my efforts recognized by my peers," says DeVicaris. "It's like the satisfaction you receive when your students says, 'thank you.' Actually, I guess my kids got more excited about the award than I did."

A biology major at La Salle, DeVicaris worked his way through college by putting in long hours at a Deli in New Jersey. He has fond memories of a number of teachers including the late Brother Azarius, William J. Binkowski, associate professor of education, Dr. Roland Holroyd, the college's legendary professor emeritus; John T. Mooney, assistant professor of mathematics, and the Rev. John Bogacz, an associate professor of biology who, he says, had a "significant influence" on his career.

DeVicaris has been quite successful in his attempts to make chemistry more interesting to his students. "I'm really giving them a sales pitch without them realizing that I'm selling," he said one day recently in his classroom while demonstrating one of the half-hour multi-media presentations he has developed. This particular one was on "Oxidation Numbers" and featured some spectacular slides of charts, diagrams and chemical examples cleverly mixed with the theme from "Rocky." DeVicaris who does his own photography and artwork has spent between 300 and 400 hours putting these presentations together. "The kids really get excited when they see them," he says.

The Cheltenham School District has also adopted a laboratory manual, which is reviewed and updated annually by DeVicaris, for use in its high school.



DeVicaris receives coveted award from Governor Thornburgh.

DeVicaris earned his master's degree in chemistry at Villanova. He taught at Gateway Regional N.J. High School and Camden County Community College before joining Cheltenham's faculty in 1972. Many of his students have gone to successful professional careers. He still corresponds with a number of them who have gone on to study at La Salle, M.I.T., Princeton, Harvard, Michigan, and other outstanding institutions.

DeVicaris also serves as women's gymnastics and softball coach at Cheltenham. One of his young ladies, Peggy Kerwin, recently finished third in the state gymnastic championships.

"Dedication is the most important thing both in teaching and coaching," DeVicaris says. "That and having the ability to encourage a student enough so that he or she experiences success, or at least, progress."

'37

**Brother Michael Phillips, F.S.C.**, recently celebrated fifty years as a member of the Brothers of the Christian Schools.

'38

**Michael C. Rainone, Esq.**, was recently elected first vice president of the Philadelphia Lawyers Club.

'42

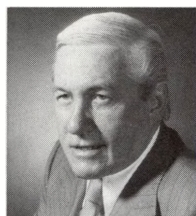
**Dr. Samuel Shore** has been re-elected to the board of governors of the 5,100-member California Trial Lawyers Association for 1981.

'50

**Dr. Paul Farrell** has been appointed professor and chairman of the department of

operative dentistry at Temple University School of Dentistry, Philadelphia. **Cornelius Sullivan, D.O.**, recently opened an office in Ridgebury, Pa., community that has been without a resident doctor for fifteen years.

'51



**Hamilton W. Moorehead**

**Hamilton W. Moorehead** has been named

director, private brand accounts, for the BF Goodrich Tire Group, in Akron, Ohio.

'52



**William F. Simpson**

**Robert J. Ryan** has been appointed group head, Polymer Process Research, at RCA Laboratories in Princeton, N.J. **William F. Simpson**, management training manager at





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Howard C. Becker, '63 (right), receives the Department of Defense Meritorious Civilian Service Award from David O. Cooke, deputy assistant secretary of defense, during recent ceremonies at the Pentagon in Washington. Becker, a management analyst, was honored for his major management reviews of the Defense Emergency Preparedness and Audiovisual programs.

Kemper Insurance Company, has been appointed to the Planning Commission of Cary, Ill.

## '53

**John T. Potts, Jr., M.D.**, has been named chief of medical services at Massachusetts General Hospital.

## '54



**Brig. Gen.  
William F. Burns**

**Brigadier General William F. Burns**, former deputy assistant commandant of the Army's Field Artillery School at Fort Sill, Okla., was promoted to his current rank on February 25, 1981. He becomes the first graduate of La Salle's ROTC program to be named a general officer.

## '55

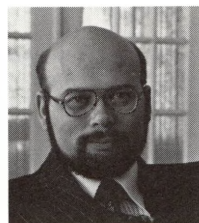
**Michael F. Avallone, D.O.**, vice president of the Pennsylvania General Practitioner Society, was recently installed as a fellow of the American College of General Practitioners in Osteopathic Medicine and Surgery.

## '57

**Charles P. Kindregan, Esq.**, professor of law at Suffolk University School of Law in Boston, Mass., is the author of *Malpractice and the Lawyer*, published by National Practice Institute. **Robert A. Romano** has been appointed a regional operations manager for Weight Watchers International.

## '59

**Edward Markowski, Ph.D.**, has been elected president of the North Carolina Association



**Edward Markowski  
Ph.D.**

for Marriage and Family Therapy for a two year term.

## '60



**Charles H. Zerr**

**Francis L. Bodine** has been elected mayor of Moorestown, N.J. **Brother Edward Conway, F.S.C.**, was recently appointed School Youth Minister at West Catholic High School of Boys, Philadelphia. **William R. Mason**, director of administrative services at the Muhlenberg Medical Center, was elected chairman of the Health Systems Council of Eastern Pennsylvania board. **Charles H. Zerr** was named a vice president, Operations Division, of Provident National Bank.

## '61



**Robert P. Fleming**

**Robert P. Fleming** has been promoted to senior vice president of Beneficial Savings Bank, Philadelphia. **John W. McClellan** has been named director of public relations at Parkview Hospital, Philadelphia. **Terence McGovern** was honored for his sales accomplishments at Jostens American Yearbook Company's national sales meeting.

## '62

**Neal W. McDonnell** has been appointed director of personnel at The Bryn Mawr Hospital, in Bryn Mawr, Pa. **Anthony C. Murdocca** was a recipient of the Special Service to Pupils Award, given by the Mechanicsburg, Pa. School District.

## '63



**Michael Park**



**John K. Rafferty**

**James C. McBrearty, Ph.D.**, associate professor of Industrial Relations at the University of Arizona, was named conference director of the University's 17th Annual Labor-Management Conference on collective bargaining and labor law held in March, 1981. **Michael Park** has been promoted to senior vice president, mortgage lending, at Commonwealth Federal Savings and Loan, Norristown, Pa. **John K. Rafferty**, a two term mayor of Hamilton Township, N.J., has announced his candidacy for the Republican nomination for Governor of New Jersey. A former director of administrative procedure under Governor Cahill and a delegate to the last three Republican National Conventions, Rafferty most recently was state chairman for President Ronald Reagan's primary campaign.

## '64

**Francis X. Bygott** has been appointed principal of Jackson Memorial High School, in New Jersey. **Vincent A. Gallagher, Jr.**, is an occupational safety and health consultant in Latin America and the Caribbean, for the Organization of American States. **Peter L. Viscusi, Ph.D.**, assistant professor of history at Central Missouri State University, has been named treasurer of the Classical Association for Missouri.

## '66

**Brother John Karl, F.S.C.**, has joined the faculty at Bishop Walsh High School as a guidance counselor and moderator for the Community Involvement Council and the volleyball team.

## '67

**Terrence Broderick** has been appointed manager of Royal Insurance Company's East Orange, N.J. region.

## '68

**Dr. Gerald A. English** is a nuclear chemist for Pacific Gas and Electric Company, in San Francisco, Ca. **John Favorite**, president of the Playcrafters in Merchantville, N.J., recently was a guest speaker for the Camden County Historical Society on the history of American films. **Francis M. Krakowski, M.D.**, is director of the Clinical Development Department of Merck, Sharp & Dohme. **Arthur G. Ogden** has been named athletic director and head football coach at Maryville College in Tennessee. **Gregory E. Sciolla** won the Masters National (32-35 age division) crew signals championship last Fall.



## CHANCELLOR OF THE BAR



Joseph H. Foster, '50, who realized that he had the ability "to talk on my feet" as a member of the Explorers' Debating Team, recently was given the responsibility of speaking for his distinguished colleagues when he was elected Chancellor of the Philadelphia Bar Association, the oldest and one of the most prestigious such groups in the nation.

As chief executive officer of the 7,400 member Philadelphia Bar, Foster has already gone on record establishing the election of good Judges as his top priority. He has also accomplished something that none of his predecessors were able to do—persuade the chairman of both political organizations to recommend to their respective City Committees not to endorse or slate any candidate who refuses to submit their qualifications and/or who is found unqualified to serve on the bench.

Between now and November, Philadelphia-area voters will be deciding either to elect or retain a total of 35 justices/judges who will be sitting on the Supreme, Superior, Commonwealth, Common Pleas, and Municipal Courts. "That's a lot of judges," says Foster. "When you have 20 or 30 people on the ballot, it's so confusing that it's extremely difficult for anyone to make intelligent choices."

"I'm not against politicians running and becoming judges because many people who are active in politics have demonstrated their willingness to do something for people. And that's a good thing. But anyone can become a judge by going out and having a petition signed by a certain number of people. Then you may end up with a ballot of 200 candidates for a half-dozen openings. How can anybody vote on such a ridiculous situation. That's why the political parties can be helpful by screening candidates."

Foster, a partner and senior trial attorney in the law firm of White and Williams, heads the firm's Casualty Litigation Department. He says that he doesn't know that he could name any judges that he would consider incompetent. "But that doesn't mean to say that there aren't some judges that are a heck-of-a-lot better than other judges. I try a lot of cases and there are certainly some judges that I would prefer to try in front of than other judges."

Foster won his chancellorship last year in a contested election, which is a Philadelphia Bar Association rarity. That he was able to pull off the election triumph against what local legal experts call "a very good, highly-qualified man" did not surprise many of his professional colleagues.

"There are countless anecdotes about Joe which illustrate his sense of humility and above all, his humanness and absolute integrity," said Theodore W. Flowers, a fellow partner at White and Williams, in a recent *Shingle Magazine* profile. "Suffice it to say that Foster is a straight-talking, Harry Truman kind of man, without frills or pretense, who is busy getting to the point of life. That someone so *non-political* could have been elected so overwhelmingly in a contested election is a tribute to him and to the Bar Association."

Foster says that good lawyers have to be reasonably intelligent, be trustworthy, have patience, good health, and a feeling of fairness. But they also must have the ability to work. "Lawyers, I think, spend more time practicing their profession than any other profession," he says. "Most cases are won by preparation and there's no way to try a case in the courtroom without hours and hours of preparation."

Foster, of course, didn't become one of Philadelphia's most respected trial attorneys by accident. After graduating Magna Cum Laude from La Salle, he was elected vice president of his 1953 class at the University of Pennsylvania Law School. He was a Judge Advocate in the U.S. Army, then served as Clerk to Pennsylvania Supreme Court Justice T. McKeen Chidsey for a year. After another year in law practice in Palmerton, Pa., Foster joined White and Williams in 1958.

Besides serving as president of the debating team at La Salle, Foster also captained the tennis team. "It was not exactly a stellar team, but we had fun. We played Penn four times and lost every year, 9-0," he recalled, chuckling. "My freshman year, I played number six singles. By my senior year I was playing number one. As I moved up, I played the same guy from Penn every year. The last year, though, he beat me worse than he had the first year so I had not improved at all."

Foster says that Dr. Joseph Flubacher, professor of economics, convinced him that he had a future in law when he was a freshman. "We had some fine professors in law school but Dr. Flubacher was the best teacher I ever had," says Foster. "He was a magnificent man, totally dedicated." Foster, his wife, Diane, and three sons live in suburban Wyncote. For relaxation he plays tennis regularly, golf occasionally, and engages in the art of rock polishing.

### '69

**Fred T. Angelilli** was elected vice president of the Probation and Parole Officers Association of Pennsylvania. **Robert J. Cardillo** has been named assistant administrator at Sacred Heart Hospital in Norristown, Pa. **Ronald J. Miros** received a master of education degree in educational administration from Cheyney State College. **Louis T. Volpe** has been appointed department chairperson of English and Humanities and coordinator of the Program for Gifted and Talented Students at Woodrow Wilson High School, in Bucks County, Pa. BIRTH: to **Anthony J. Apicelli, Jr., Esq.**, and his wife Pat, a son, Michael Paul.

### '70

**Robert R. Heimerl** has been promoted to assistant vice president at Fidelity Bank, Philadelphia. BIRTH: to **Albert Monillas** and his wife, **Mardie**, a son, **Wesley Hunter**.

### '71

**John F. Fairall** received his MBA in marketing and the 1980 Abramson/Himelfarb Marketing Award from George Washington University. **Michael J. Higgins** has been appointed assistant vice president, personnel department, at New Jersey National Bank, Trenton. **Joseph J. Strug, Jr.**, is president and director of

Dalare Association, Inc., an independent analytical testing laboratory in Philadelphia.

BIRTH: to **Michael Diccicco** and his wife, **Frances Jacob**, '74, a daughter, **Mary Elizabeth**.

**William A. Michuda**, head basketball coach at La Salle High School, guided the Little Explorers to the Philadelphia Catholic League championship this year. **Geoffrey Meyer** has been appointed to Roach Brothers, Realtors' West Chester, Pa. office as assistant sales manager. **Joseph J. Williams** has been appointed bond manager at the Bala Cynwyd-based Philadelphia regional office of Aetna Insurance Company.

MARRIAGE: **Charles Hughes** to Catherine Smith.



## '72

**John Ansbro** is a member of the Casita Maria staff, a voluntary nonprofit social agency in New York City. **Daniel J. Scanlan** received a master of international management degree from American Graduate School of International Management in Glendale, Arizona. BIRTH: to **Joseph A. Reh** and his wife, **Halyna Mazurok**, '75, a son, Stephen Joseph.

## '73

**James J. Avery, Jr.**, has been named a fellow of the Society of Actuaries. **Robert E. Campbell** has been promoted to assistant auditor at First National Bank of South Jersey. **Warren Horrocks** has been appointed director of security and safety at Bucks County Community College, in Bucks County, Pa. **Charles Hughes** is a pilot for Eastern Airlines. **James J. Kenny, Jr., Esq.**, is a partner in the law firm of Harvey, Kenny & Gardner, in Newport Beach, Ca.

## '74

**Marine Captain Kevin M. Kiernan** is a pilot assigned to Marine Medium Helicopter Squadron 265, based at the Marine Corps Air Station, Kaneone Bay, Hawaii. **Patricia Sowerbutts Wawzyniecki** was certified in December, 1980, in the Comprehensive Practice of Industrial Hygiene, by the American Board of Industrial Hygiene. She is employed by Pratt and Whitney Aircraft, a division of United Technologies, in East Hartford, Ct.

MARRIAGE: **Harry T. Widmann** to Mary L. Beck.

BIRTHS: to **Nancy Lapergola Bertrand** and her husband, Joseph, a son, Timothy Bernard; to **Catherine Bilotti Cunnane** and her husband, William, '73, a daughter, Alison; to **Howard Gershman** and his wife, Marion, a daughter, Rachel Michelle; to **Frances Jacob** and her husband, Michael Diccicco, '71, a daughter, Mary Elizabeth.

## '75

**Sister M. Regina Hellman** has been awarded admission to the Academy of Certified Social Workers, the accrediting body of the National Association of Social Workers. **Dr. Marie Jo Kane**, a chiropractic physician, recently appeared as a guest speaker on the topic of sports medicine on CBS-TV's morning talk show "Whitney and Company." **Michael J. Mullen** has been promoted to the rank of

Detective in the Philadelphia Police Department.

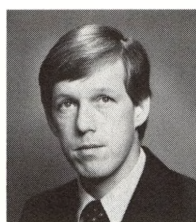
MARRIAGE: **Vincent A. Long** to Cynthia Zayat.

BIRTHS: to **Halyna Mazurok** and her husband, **Joseph A. Reh**, '72, a son, Stephen Joseph; to **Karen Fraunfelter Rheams** and her husband, Larry, a son, Erik John.

Dr. Marie Jo Kane



## '76



Peter Banfe

**Peter Banfe** has been named manager of Dupli-Fax Incorporated's new Frazer, Pa. branch office. **Stephen M. Krason, Esq.**, recently passed the bar examination in the State of Massachusetts. **Robert W. Morris** has been promoted to the rank of Captain in the Philadelphia Police Department and appointed commander of the Eighth District in the Northeast. **Joseph P. Stampone** received his juris doctor degree from Western New England College School of Law.

MARRIAGE: **Sallyanne Harper** to Francis J. Nathans, III, '78.

BIRTHS: to **Mary Beth (Mihalich) Bryers** and her husband, Joel, a daughter, Aimee Elizabeth; to **Claire McLenigan Hawkins** and her husband, William, a daughter, Arie; to **Mariane Greenwood Mooney** and her husband, Phillip, a son, Shawn Michael.

## '77

**Zebulon Casey** has been chosen by Philadelphia Magazine as one of the "81 people to

watch in 1981." **Elizabeth A. Cummings** is a counselor, out patient department, for the Alcohol Information and Referral Center of Rutland, Vt. **Frederick Hanselmann** recently passed the Pennsylvania Bar examination and is now an associate of the Philadelphia law firm of German, Gallagher & Murtagh. **Daniel J. McDevitt** received a juris doctor degree from Temple University School of Law and passed the Pennsylvania Bar examination. He is currently serving a judicial clerkship under **Hon. G. Thomas Gates, P.J.** of Lebanon County, Pa. **Michael P. Rose**, a research associate in the biological research department of McNeil Pharmaceutical, was awarded the company's 1980 Technical Achievement Award.

MARRIAGE: **Anne Marie Smith** to Sean Patrick Fossett. BIRTH: to **Ernest (Chip) Behr** and his wife, **Julie Stout Behr**, a son, Evan.

## '78

MARRIAGE: **Francis J. Nathans, III** to Sallyanne Harper, '76.

## '80

MARRIAGE: **Cheryl A. Yurkanin** to Basil F. Aycock.

## '80—MBA

**Cynthia J. Ciccone** has joined Spiro & Associates, Inc., as an account supervisor.

## NECROLOGY

### '10

John A. Lawler

### '28

J. Ford Donohue, D.O.

### '29

Edward Alldred

### '35

John H. Potter, DDS

### '47

Moris W. Carter  
Dominic Montero

### '51

Louis M. Backe, III  
William R. Myers, M.D.

### '64

Joseph V. Tancredi, Jr.

### '68

Raymond Schiller, Jr.

### '69

Thomas F. Gould

### '73

Marlene B. Hunsicker

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